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ABSTRACT

This document is comprised of weekly newsletters for family child care providers for the year 2000. Each theme-based four-page newsletter contains: (1) creative activities for use with mixed-age groups of 2- to 5-year-olds; (2) ideas on guiding behavior, organization tips, and a Monthly Planning Calendar; (3) special sections for infants and after-school students; and (4) at-home learning activities for caregivers to earn continuing education and Child Development Associate credit. In addition, a reproducible two-page parent handout is included with each month of newsletters sharing with parents book titles, songs, activities, and recipes used in the family child care setting. Theme topics include: trees, Mother Goose, rainbows, rhythm and beat, bubbles, Memorial Day, and learning outdoors. (KB)

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Everyday TLC: Teaching, Learning, Caring, 2000.

Lisa L. Durkin, Editor

Volume 6, Number 5 - Volume 7, Number 4

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2B



Week One
January 3, 2000

For People Who Care for Young Children

A TREE FOR ALL SEASONS

Even in winter, children can explore nature by adopting a tree in your neighborhood. Invite children to explore the trees around your program—in the play yard, the park, and the surrounding area. Talk about how the trees are similar and different. Which ones have leaves (these are evergreens)?

Play games with children.

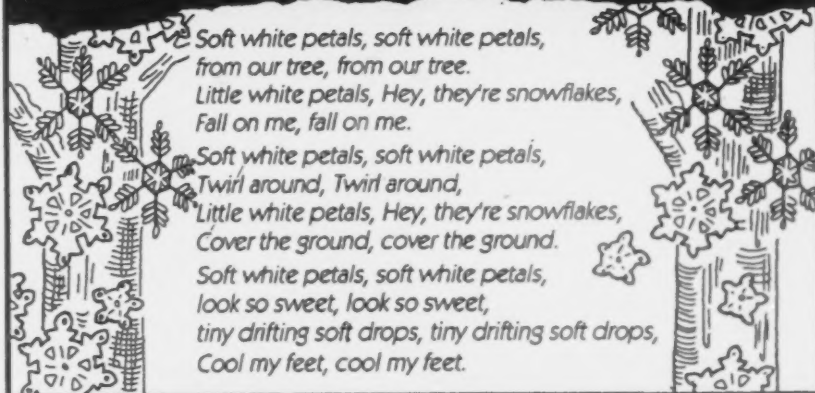
- ▲ Who can find the thickest tree trunk?
- ▲ Who can find a tree that she can wrap her arms all the way around?
- ▲ Who can find a branch on the ground with pine needles?
- ▲ Who can find a pine cone?
- ▲ Who can find a tree with scratchy bark?

Invite children to each choose a tree to adopt. Over the year, they can create a booklet about their tree.

- ▲ Have children draw a picture of their tree. They can draw the tree several times during the year, at least once during each season.
- ▲ Have each child find a piece of bark from her tree and make a rubbing with a crayon of the trunk of the tree. She can glue the bark piece on the rubbing sheet.
- ▲ Help children measure the trunks of their trees with yarn. Later you can compare the different lengths of yarn. And afterwards

Winter Tree

(Tune: "Are You Sleeping?")



the child can staple or glue the yarn to a piece of paper.

- ▲ If there are any leaves on their tree, encourage children to pick one or two leaves (during seasons when there are leaves) from the tree and glue these on sheets of paper.

▲ Invite children to make a straw painting of their tree.

You'll Need: glue ♦ paper cups
♦ blue construction paper ♦ water
♦ drinking straw ♦ paint brush
♦ plastic spoon ♦ cotton balls
♦ brown and white tempera paint

What to Do:

1. To make paint mix in a cup:
2 parts brown paint, 2 drops water,
1 part glue.
2. Have children paint a broad line

on the paper for the tree trunk.

Paint from the bottom of the paper upward a little more than half way.

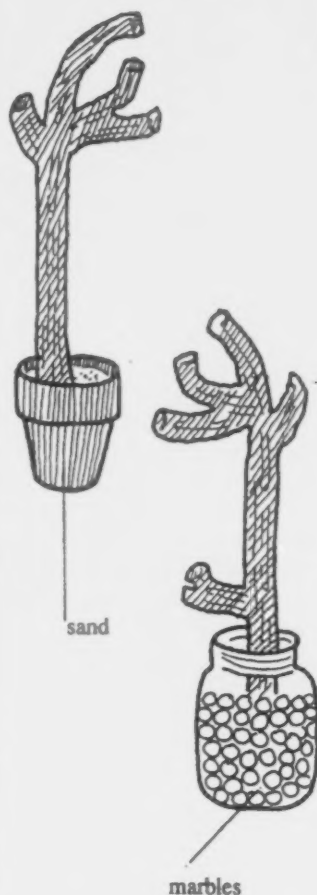
3. Put a spoonful of paint at the top of the tree trunk.

4. Show children how to blow through the straw directly over the paint, pointing up and out, to make branches to the tree. Make sure that they know how to "blow out" by practicing with their mouths on one end of the straw and their hand near the other end. Can they feel the air on their hand when they blow out?

6. When dry, children might put a very small amount of white paint on a cotton ball. Let them dab paint onto the branches to add some snow to the tree.

A TREE FOR ALL SEASONS

Setting Up

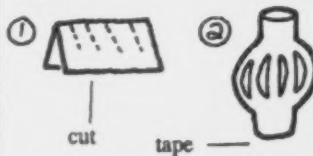


Set a tree branch into a clay pot with a brick or sand to hold it in place. The branch also can be set into a jar with marbles. If the jar is set near a window, the light will go right through the marbles, creating a beautiful effect.

January/February

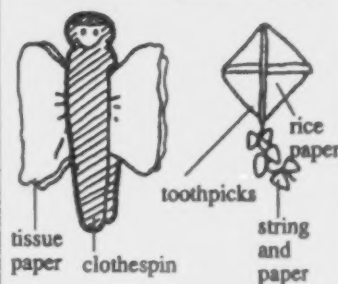


Decorate your winter tree with snowflakes made from paper doilies, red and white bows, white dove cut-outs. Celebrate the Chinese New Year with accordion-folded fans and paper lanterns. Hang heart-shaped cookies.



Paper Lanterns

March/April/May



Butterfly

Kite

Green is a springtime color and the color of the St. Patrick's Day shamrock from green paper. Make an Easter tree by adding blown-put eggs that are dyed pastel colors or covered with tissue paper. Add clothespin and tissue paper butterflies, egg carton tulips and caterpillars, and toothpick kites.



Show your colors in summer with red, white, and blue paper chains and flowers.

To make the flowers: Cut strips of 12 inch by 14 inch red, white, and blue tissue paper and place the 3 strips together.

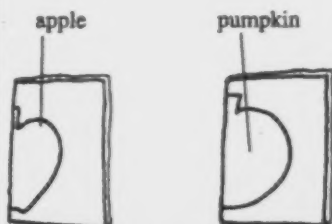
Gather them with fingers down the center and twist a pipe cleaner on to hold it. Add a red, white, and blue paper chain. Cut out large circles and color as suns and beach balls.



September/ October



Decorate your "Hello" tree with children's photographs. Fold red and orange paper in half and cut apple and pumpkin shapes. Collect real fall leaves and use them as models to cut out paper ones. Hang on tree.



November/ December



Include Thanksgiving, Hanukkah and Christmas on your holiday tree. Make handprint turkeys, mini-tepees, and walnut shell ships for Thanksgiving. Roll pine cones in glue and then into glitter. Hang with bright yarn. Cut out 5- and 6-pointed stars. Add tinsel for a sparkling effect. Twist 1 red and 1 white pipe cleaner for a candy cane.



BOOK CORNER:

IN THE



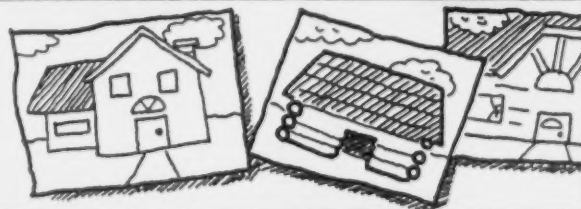
-  *Someday a Tree* by Eve Bunting (Houghton Mifflin)
-  *A Tree Is Nice* by Janice May Udry (HarperCollins)
-  *The Gift of the Tree* by Alvin Tresselt (Lothrop, Lee & Shepard)
-  *The Seasons of Arnold's Apple Tree* by Gail Gibbons (Harcourt Brace)
-  *The Giving Tree* by Shel Silverstein (HarperCollins)
-  *Have You Seen Trees?* by Joanne Oppenheim (Scholastic)
-  *Apple Pie Tree* by Zoe Hall ((Blue Sky Press)

AFTER-SCHOOLER IDEAS: Terrific Trees

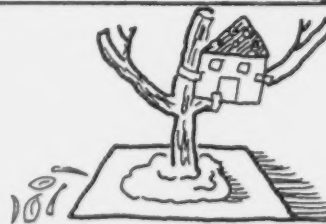
HUNTING FOR TREES: Invite school-age children to go on an indoor tree hunt- a perfect activity for a winter's day. Give each child a pad and pencil and send them around a room (or rooms) looking for things made from trees. See who knows that paper is made from wood pulp. What about wooden blocks? The wooden chopping block in the kitchen? You might assign each child to a different area or room or pair a school-ager and preschooler together as a team.



HOUSES MADE FROM TREES: Give children old magazines and challenge them to find examples of houses made from wood. Once they see how many different types of wooden houses there are, they will become much more observant as they walk around their neighborhood or travel in a car.



TREE HOUSE BUILDING: Invite children to find a small branch or twig that looks like a miniature tree. Let them glue the wood onto a piece of cardboard. When it is dry, challenge children to design a tree house to fit in the branches of their "tree" with markers or colored pencils. They can even glue small twigs, grasses, leaves, or fabric on their tree house design.



Ideas: Kathy Faggella, Jeannine Perez, Wendy Pfeffer

Art: Debby Dixler

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For People Who Care for Young Children

SNOWMEN ALL AROUND

Children love snowmen, even if they don't have snow where they live.

Whatever weather winter brings your way, you can incorporate these frosty friends into your program for fun and learning!

If there is snow outside, invite your children to make a snowman. Before you go, talk about building snow people. How do you start? How many snowballs do you roll? What could you use for the eyes? The nose? How will you dress your snowman?

Outside in a snowy place, encourage children to work together to roll a really big ball. Ask them how the snow feels on their mittens? How does it feel on their skin? Let children choose old clothing from your dress-up box to dress their snowman. Make sure to take a photo of their new friend.

When the sun starts melting the snowman, turn this experience into a science lesson. Talk about how the sun warms everything outside including the snowman. Look at melting icicles. Put something metal outside in the sun for a short time. When it is warm, NOT hot, let children touch it.

Before it melts, take a portion of the snowman inside and put it in the freezer, so children can keep a part of their friend.

PLAY AND SING!

FIVE LITTLE SNOWPEOPLE

Five little snow people standing near the door.

One slowly melted and then there were four.

(hold up all five fingers, put thumb down)

Four little snow people standing close to a tree.

This one melted and then there were three.

(put down pointer)

Three little snow people with a hat and scarf, too.

This one slowly melted and then there were two.

(put down middle finger)

Two little snow people enjoying a day in the sun.

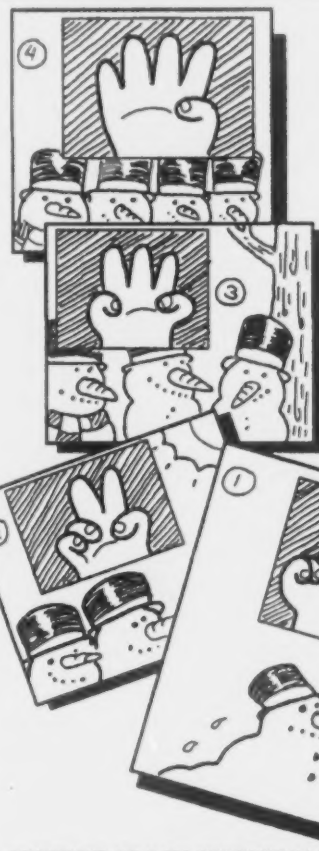
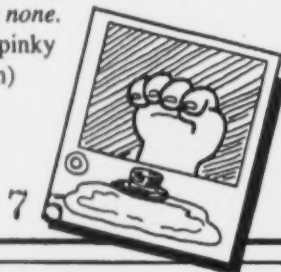
This one melted away and then there was only one.

(put down ring finger)

One little snow person trying hard to run.

He melted too, and then there were none.

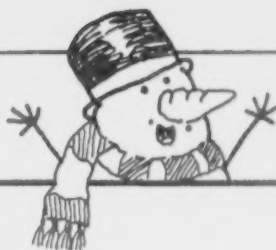
(put pinky down)



WHERE IS MY SNOWMAN?

(Tune: "Twinkle, twinkle, Little Star?")
Snowman, snowman, where can you be?
I built you yesterday and you were here with me.

I made you tall and I made you fat.
I gave you a nose, two eyes, and a hat.
Now you have melted away,
But the sun is shining
And it is time to play.



SNOWMAN ART



IVORY SNOW MODELING

You'll Need: Ivory soap powder ♦ water ♦ bowl

What to Do:

1. Invite children to mix the Ivory soap powder with water until it reaches a consistency where it can be molded.
2. Let them make their own snow creations, molding the soap mixture into shapes such as snowmen.
3. You may need to add more water or more soap powder as children go along in order to maintain the desired consistency.
4. When children are finished, allow the soap shapes to harden. These soap shapes make great gifts.

SOCK SNOWMAN

You'll Need: tube socks ♦ cotton or polyester stuffing ♦ elastic bands ♦ markers

What to Do:

1. Invite children to stuff a sock three quarters of the way full.
2. Help them put elastic bands around the stuffed sock to create four sections. The top section should have no stuffing.
3. Tie off the top of the sock with an elastic band. Fold down the top section to form a hat.
4. Let children add features and details with markers.



CRYSTAL SNOWMAN

You'll Need: pencil ♦ construction paper ♦ scissors ♦ paint brush ♦ Epsom salts ♦ water ♦ bowl ♦ measuring cup ♦ markers

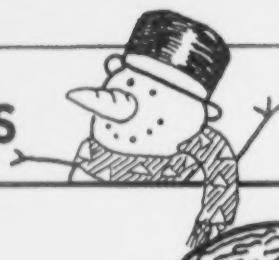
What to Do:

1. Invite your children to draw a large snowman on a piece of paper and then use markers to add details such as eyes, mouth, nose, hat, etc.
2. Help them combine 1 cup of Epsom salts and a 1/2 cup of water in a bowl and mix well.
3. Encourage them to take the brushes and paint over entire picture with the solution. Dry thoroughly and watch with children as the crystals form.
4. Invite children to give their snowman a name. Then challenge them to make up a story about their snowman.





SNOWMAN SNACKS

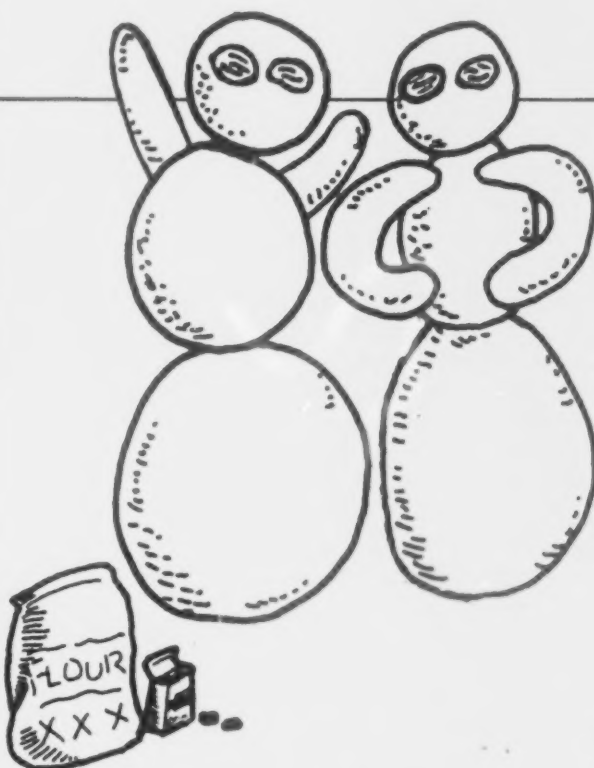
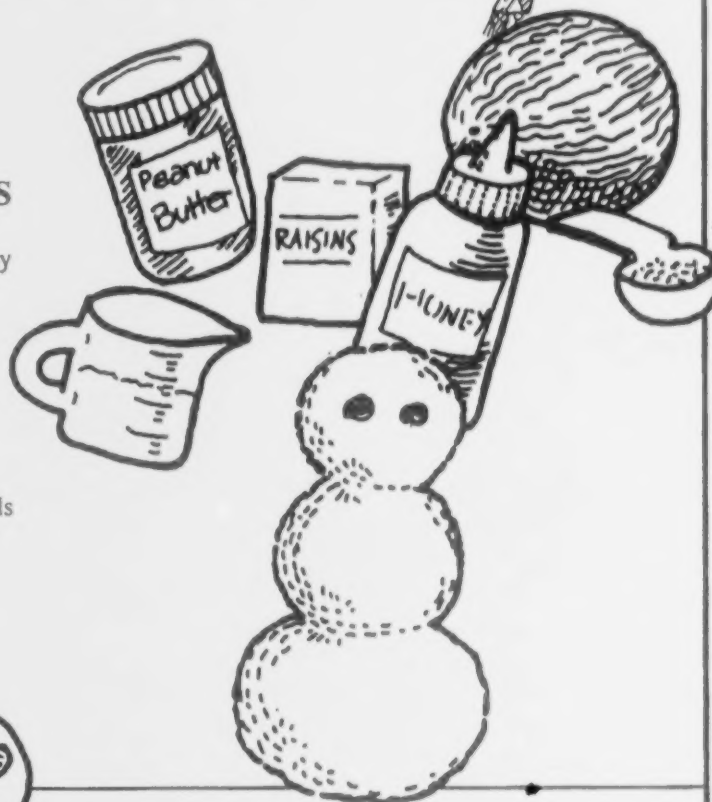


PEANUT BUTTER SNOWBALLS

You'll Need: 1 cup peanut butter ♦ 1/2 cup dry milk powder ♦ a few tablespoons of honey ♦ shredded coconut ♦ raisins ♦ toothpicks

What to Do:

1. Let children combine peanut butter with dry milk powder, plus honey to moisten.
2. Chill mixture 1/2 to 1 hour.
3. Show children how to roll the mixture into balls and roll balls into shredded coconut.
4. Make a snowman treat; stack three snowballs together and fasten with a toothpick (older children only). Add raisin eyes.



BAKED SNOW FAMILY

You'll Need: 1 loaf frozen bread dough, thawed ♦ flour ♦ raisins ♦ baking sheet ♦ nonstick spray or shortening

What to Do:

1. Invite children to spray or grease the baking tray.
2. Sprinkle a little flour on the table.
3. Help children divide bread dough into 12 portions.
4. Using one piece, encourage children to shape a snowman, lady, or child by breaking off smaller pieces and rolling them on the table or in their hands.
5. Place each completed member of the snow family on the baking sheet. Add raisins to make a face, if a child wishes.
6. Bake at 375° F for 8-12 minutes.

BOOK CORNER:

IN THE

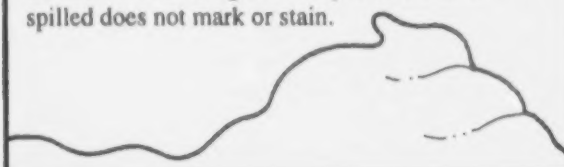
- 📖 *Millions of Snowflakes* by Mary McKenna Siddals (Houghton Mifflin)
- 📖 *Sadie and the Snowman* by Allan Morgan (Scholastic)
- 📖 *The Snowman* by Raymond Briggs (Random House)
- 📖 *Spring Snowman* by Jill Barnes and Fusako Ishinabe (Garrett)
- 📖 *White Snow, Bright Snow* by Alvin Tresselt (Morrow)



HELPFUL HINTS: Shaving Cream Snow

Shaving cream is great at any time of the year when there are a few minutes until pickup time and children are bored with what they are doing. In winter time, you can pretend that it is snow and children can imagine that they are outside rolling snowballs or building snow men. Squeeze a dab of shaving cream in front of each child seated at a table covered with plastic. Children are fascinated with the way that the shaving cream grows and changes before their eyes.

When the activity time is over, each child can clean up with a sponge. Both the children and the table will smell good! Any cream that is spilled does not mark or stain.



TODDLER TIME: Ice Chunk Explorations

Infants and toddlers are both interested in different sensations and the wet cold of ice chunks is fascinating. Since every exploration for the very young child includes mouthing and tasting, it is better to give the child ice chunks that you have made with clean water to play with. (You still want to discourage him from putting the ice in his mouth!)

Fill ice trays with clean water, and perhaps a little food coloring to add interest. Freeze until solid, at least overnight. Put ice chunks in a tub of water or alone in a large dish or on a tray for children to handle and explore.

In order for children to play safely with the ice, set up some rules:

- ▲ **NO THROWING:** "You can't throw the ice, but can you carry it to me in your hands?"

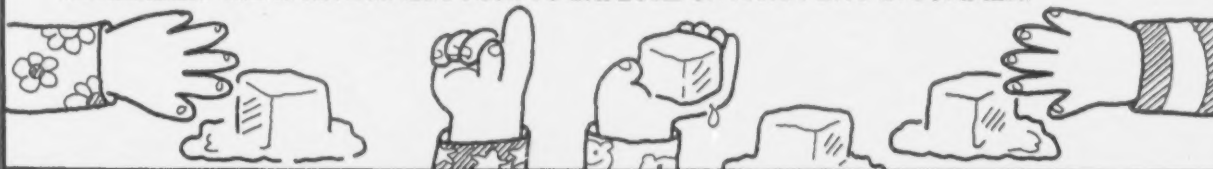
Give children snowballs made of crumpled paper to throw--but never at another person.

- ▲ **NO EATING:** Children should not lick or eat the ice that they are playing with. Have drinking water in a bottle or cup available for them as they play.

Both of these rules are equally important outdoors as well as inside. If you start indoors in a more controlled setting, it will be easier to let children explore freely when they are outside.

As ice melts, children can get wet. Make sure that your toddlers are not left in damp clothing.

REMEMBER: ICE IS ESPECIALLY NICE TO EXPLORE ON A HOT DAY IN SUMMER!



Ideas: Tania Cowling, Mary Beth Spann Minucci, kathy faggella

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

LEARNING SELF-HELP SKILLS IS FUN-DAMENTAL!

An eight-month-old wants to hold her own spoon; a one-year-old wants to brush her own hair; a two-year-old yells, "Me do!" to everything. We are constantly challenged to allow children to practice emerging self-help skills.

Unfortunately, sometimes we ignore these important skills. In many early childhood programs, adults are seen hurriedly buttoning sweaters, zipping up jackets, putting on shoes, washing children's hands for them, and cleaning up children's toys and art materials for them. How can we help our children learn and enjoy the success of achievement when they help themselves? Here are some suggestions.

EVALUATION

First, do a quick evaluation of the skill levels of the children you are currently working with. Which skills do you feel are appropriate for them to be working on at this time? Think about finding a level neither too far below (too easy) or too far above (too hard). As you view the suggestions that follow, you will add other items that apply to the routines in your program.

◆ Arrival Skills

Children can take off and hang up their own outer clothing (might include unbuttoning, unzipping, unsnapping, and so on).

Practice Activities: Put out costumes and organize dress-up time games that allow children to practice with rain gear, winter clothes, and so on (most fun in the wrong season).

◆ Toileting Skills

1. Children can manage pulling down and pulling up clothes (might include zips, snaps, buckles, hooks, and so on).
2. Children can manage hygienic procedures of toileting (wiping bottoms, rolling up sleeves, washing hands, and drying hands).

Practice Activities:

1. Play with dress-up clothes, doll clothes, commercial or homemade materials with hooks and snaps.
2. Practice hand-washing during water play. Use books and posters to discuss hygiene.

◆ Meal Time Skills

1. Children can help to wash and set the table.
2. Children can use eating utensils (spoon, fork, and knife) for spreading or cutting.
3. Children can pour their own drinks.
4. Children can clean up their own spills and help clear off the table.

Practice Activities:

1. Let children practice by pretending when they play house. Make place mats with proper place settings for children to copy. (See pages 2 and 3.)
2. Let children practice pouring

water in a large bowl or the sink. Let them use sponges and paper towels. Teach children how to use them correctly.

3. Let children practice all these skills by including them in every part of meal time routines.

◆ Play Time Skills

1. Children can take out, use, and clean up materials on their own.
2. Children can cooperate with friends to put art aprons or dress-up clothes on or off, work together on a hard puzzle, and so on.
3. Children can help to set up and clean up group projects (wash paint brushes, sweep sand up off floor).

Practice Activities:

1. Let children use as many materials as possible stored in a place they can reach.
2. Provide child-sized brooms and dust pans so that children can help with clean up.
3. Encourage children to help each other, notice when this happens, and show your delight!

◆ **Departure Skills** Children can put on outer clothing, gather and carry their own belongings, and remember to say good-bye.

Practice Activities:

1. Provide outer clothing, backpacks, lunch boxes, etc. in the dress-up corner. Include boots, hats, jackets, or whatever your group needs practice with.
2. Play games packing and unpacking, going on imaginary trips,



TEACHING A SELF-HELP SKILL

Being successful at any of the self-help skills requires five things:

- ◆ readiness,
- ◆ interest,
- ◆ knowledge (a period of training might be needed),
- ◆ practice (activities that make this fun),
- ◆ encouragement (*"Look at the effort you're putting into this, AND the progress you are making!"*).

READINESS AND INTEREST

In order to evaluate what skills match each child's readiness and interest level, look at issues such as physical abilities (dexterity, balance, and coordination). Watch for signs that the child is interested in learning the new skill (for example: the child says he wants to do it himself; the child asks how to do it, and so on).

When you feel there are some children who are ready to learn (for example, to set the table), begin by planning activities that will lead up to successful table setting.

KNOWLEDGE AND PRACTICE

Set children up to succeed!

In order to do this, you will want to make sure they are interested in learning, give them all the knowledge and training they will need, and give them lots of chances to practice!

◆ Start by offering activities with place mats, utensils, and paper or plastic plates and glasses. Encourage children to plan tea parties or luncheons for stuffed animals.

◆ Break each of the more complex skills down into simple steps. Have children copy a place setting you have made one day and then follow your directions another day.

1. First put down the plate.
2. Next put the napkin to the left of the plate. (Help children with right and left by putting a yarn bracelet on everyone's right wrist.)
3. Then put the spoon on the right (other) side of the plate.
4. Finally put the fork on top of the napkin.

ENCOURAGEMENT

At every step, offer lots of encouraging words: *"You're watching very carefully. I can see how hard you're working at this!"*
"Look how well you remembered where to put the napkin."

Focus on how well children are paying attention, how much effort they put into the job, how they are improving, and how good it feels to be learning new things.

INVOLVING PARENTS

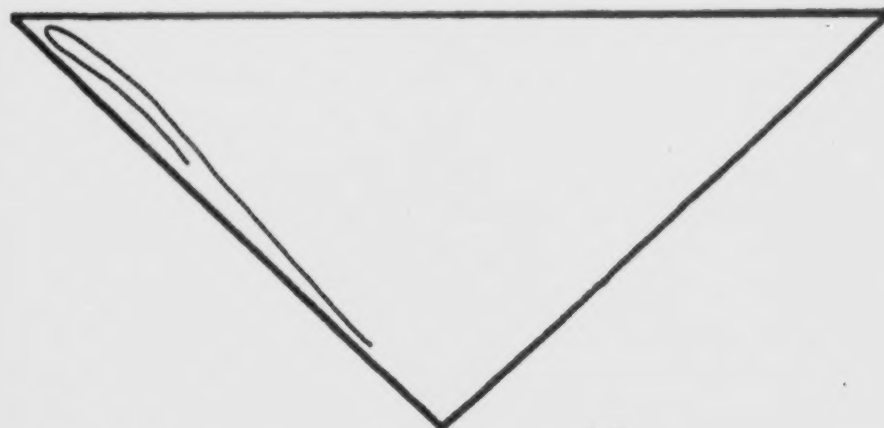
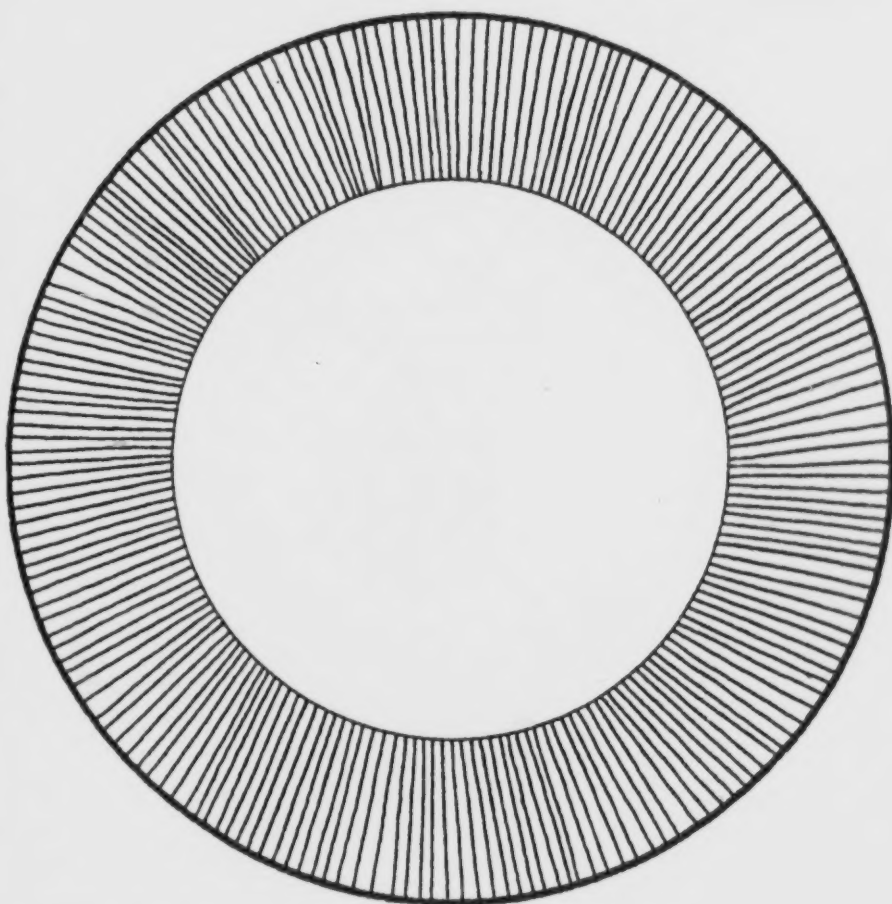
Many parents are happy to cooperate in teaching their children self-help skills. When you provide information on "readiness," and the parents can see the long-term value in no longer doing so many things for their child, they will be happy to take the extra time to allow their child to "do it herself." The parent will also benefit from your ideas about how to teach each skill by breaking it down into small steps, and using encouragement rather than pressure.

When adults are willing to spend time planning and working together to help young children develop the most "fun-damental" self-help skills, wonderful new abilities emerge, adults have more time to spend on the "advanced" skills, and children feel good about themselves!

SETTING THE TABLE

Make copies of the sheet on the next page for children to use in learning how to set a table.

1. Help children name the objects on the sheet.
2. Let them color the utensils, plate, and napkins their favorite colors or to resemble the colors of these objects at home, if they wish.
3. Help them cut out the utensils, plate, and napkins.
4. Let them glue these onto a construction paper or wallpaper sample "place mat."
5. If possible, laminate or cover the place mats with clear contact paper so that children can actually use them during a meal.



13

Taken from *The World Around Me* by Mary Beth Spann Minucci (First Teacher Press)

BOOK CORNER:

IN THE

-  **What a Good Lunch!**
by Shigeo Watanabe (Collins)
-  **Clean Your Room, Harvey Moon**
by Pat Cummings (Simon & Schuster)
-  **Fritz and the Mess Fairy**
by Rosemary Wells (Dial)
-  **Mary Louise Loses Her Manners**
by Diane Cuneo (Random House)
-  **Froggy Gets Dressed**
by Jonathan London (Puffin)
-  **Helping Out**
by George Ancona (Houghton Mifflin)

INFANT CARE: Moving Out

Babies need the freedom to move about safely when they're beginning to crawl and walk. Of course they still need the warmth of constant adult attention, but as they begin to explore the world on their own, they need to be able to move at their own pace, both toward and away from you, their caregiver.

One way of staying in close touch with your youngest explorers is to constantly talk to them, always staying within their line of sight. This can be even more important than physical contact at this stage. Keep encouraging the baby's attempts at new challenging tasks such as dipping a cup in water, crawling in and out of a large carton, or pushing a toy car ahead.

New skills emerge almost daily as babies crawl, creep, walk, and begin to climb. They are developing small motor skills whenever they drop, grasp, push, pull, throw, or even mouth the objects they come across. When you describe what they are doing aloud, you are helping babies learn their first words. Remember to let babies "help themselves" as they explore their world. It's the only way they can learn.

HELPFUL HINTS: Zippering

Help children learn to zip their own coats by planning activities that will lead to successful coat zippering.

1. Start by offering activities with dress-up clothes and costumes, doll clothes, and maybe a zipper board. (On a board, mount various-sized zippers from old, worn-out clothing.)
2. Break the complex skill of zippering down into steps. For example, play small group games with zippered clothing. First have children just zip up after you have gotten the zipper lined up (as they watch and you talk about what you are doing). Then have them hold one hand on each side of the end of the zipper as you line it up; then have children practice lining up the zipper halves, and so on.
3. Offer lots of encouragement. "You're watching very carefully." "Look how well you are holding the ends of the zipper together!"



Ideas: Sherry Burrell

Art: Catherine Minor, Nina Woldin

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For People Who Care for Young Children

DISCOVER WINTER WONDERS

Winter is a time to take your children outside to discover the wonders of nature with all of your senses. It may take a little longer to get dressed to go out—and you may have to come back inside a little faster—but it is well worth the effort.

TAKE A WINTER DISCOVERY WALK

Getting ready can be as important as going on a winter walk. Ask your children what they should put on first? Next? Last? Help children to put baggies over their feet to make their boots go on easily.

Invite them to sing as they get dressed (Tune: "Here We Go 'Round the Mulberry Bush"):

*Now we put the sweaters on,
sweaters on, sweaters on,
Now we put the sweaters on
So we can go out to play.*

Once outside, ask children questions such as:

"Where are the flowers?"

"Where are the birds?"

"Why is it cold?"

Tell them to smell with their noses, feel the cold objects, and listen for the wind, etc. Encourage them to look for the different colors and other signs of winter.

WINTER DETECTIVE WALK

Another day, ask children if they know what a detective is. Explain that a detective looks for clues to learn or "detect" what is happening. Invite them to go with you on a winter detective walk. Show them the clipboard, paper, and pencil as detective "tools" so you can record what they find outside.

Start by asking children to look for footprints or marks in the snow (or mud or dirt areas.) Ask them what they think made those marks. Write down all of their comments and discoveries.

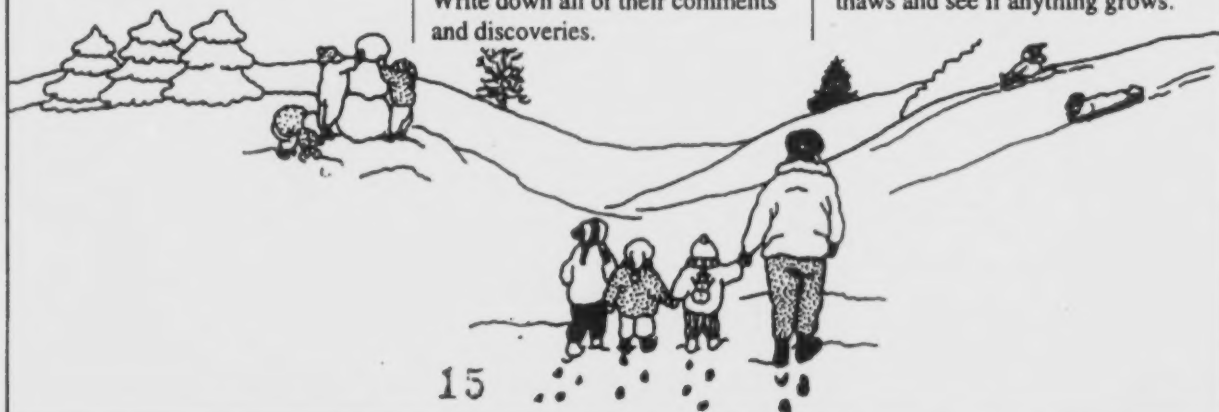
Ask children to look around for people, animals, tools, etc. What does each of the items tell them? Could these have made the markings?

Later, share the list of things you wrote down. Ask children if they remember any more details about each item listed. Let them draw picture stories of their detective adventure. Write down their dictated words to go with it.

WINTER DISCOVERIES IN THE SOIL

Invite your children to bundle up and go outside with you to discover what's in the soil in the winter time. Ask them what they think would be in the soil at this time of year. Use a magnifying glass, if you have one, to see any interesting ice crystals or insect homes!

Try to get a little dirt in a small pot to take inside. Water it when it thaws and see if anything grows.



More Winter Discoveries



WINTER TOUCH WALK

Ask your children what things outside are probably only there during the winter season. What things are there all year long? Invite them to go outside with you to touch things which remind everyone of winter.

Let children touch the pine needles and branches that are here all year. They are evergreens that are the only green trees in the winter. Sometimes, you can touch the bark and sticky sap on the pine tree, too. Make rubbings of any interesting textures.

Encourage children to feel the cold snow and the slippery cold icicles. Be sure not to touch metal that may cause injury.

Let children feel the cold wind on their faces. Invite them to touch the warm lining of their winter jackets.

Encourage children to describe all the different things they feel. Are they smooth? Rough? Soft?



WINTER SMELL WALK

Ask your children what kinds of things they might smell in the winter. (If they have difficulty with this, suggest smells of winter foods as well as things such as fires in the fireplace.) Write down the things they think of that they can smell and any words

they use to describe the smell. Ask them to get dressed to go outside, smelling the clothes they put on as they do it.

Outside, encourage children to smell pine trees, the ground, a log, etc. and write down the items and the descriptive words they use.

Are there any places nearby where he can smell foods being prepared? Visit them, if possible, before returning home.

Back inside, review the things children said and make up a poem together, *The Smells of Winter*, on a poster-sized piece of paper. Invite your children to illustrate the poem and put poster poem up where everyone can admire it.



WINTER LISTENING WALK

Invite children to get ready and go outside with you and play a winter listening game. Listen, standing still for a few minutes as you leave the house. You may wish to

remove hats and earmuffs! Do you hear any sounds? What about the wind? Is there any tapping sounds of bare branches hitting the house or windowpanes? Do you hear oil trucks or snowblowers? Walk around for a while and see how many things you and your children can hear that are related to winter. Make a tape of interesting sounds, if you wish. Play these later in circle time and see if children can remember what made each sound.



WINTER PATTERN WALK

Go over patterns inside with children to review what a pattern can be. Look at drapes, floor tiles, plaid clothing and other clothing patterns such as stripes, etc. Invite children to go outside with you to look for patterns in nature in

winter. Look at the bare tree branches. Do they form a pattern? Is there a pattern in the way the trees are planted? Do the needles on a pine branch make a pattern? Do the birds overhead fly in a pattern?

Try looking for snow and ice patterns on objects. Is there a pattern on the roof of a house? Are there any bird tracks that are patterns? Invite your children to draw some of the patterns they observe on paper.

Later on, ask children to look at their winter clothing. Do their mittens, hat, scarf, or clothes have patterns? Let them copy some patterns on paper with crayons.

MELTING RACE



FASTEST MELTING

SLOWEST MELTING

MELTED AT THE SAME TIME

WHOSE	WHERE	ORDER MELTING
Annie	Refrigerator	7
Jen	wrapped in newspaper	6
Kate	radiator	1
Hillary	shelf	2
Scott	window sill	5
Sarah	play refriger.	2
Frankie	front hall	4
Serh	sink	3

YOU'LL NEED:



1 orange can per child



snow

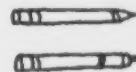
or



crushed ice



paper



markers

WHAT TO DO:

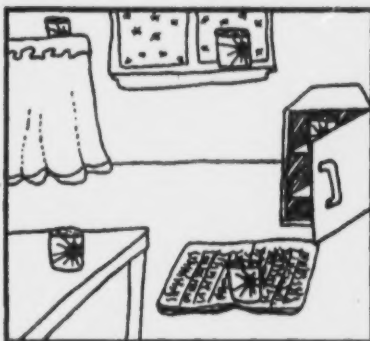


Have children collect snow out-of-doors and pack it into orange juice cans



2.

Have children choose and then place their filled cans anywhere inside the room.



3.

Observe the snow in the cans. Determine which can's snow melts fastest, slowest, and so on. Discuss and then record the relationship between the rate of melting and place where can was put.



Taken from *Counting on Math* by Kathy Faggella and Martha Hayes (First Teacher Press)

BOOK CORNER:

IN THE

-  *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder (HarperCollins)
-  *Stopping by Woods on a Snowy Evening* by Robert Frost (Dutton)
-  *The Big Snow* by Berta and Elmer Hader (Simon & Schuster)
-  *Footprints in the Snow* by Cynthia Benjamin (Scholastic)
-  *In the Snow: Who's Been Here?* by Lindsay Barrett George (Morrow)

ANIMAL TRACKS IN THE SNOW

Invite children on a winter walk to look for animal tracks. These can be found in the snow or in the mud after a rain. Start off by following a cat's or dog's tracks. The more rural your location, the more likely you are to find prints of wild creatures. However, it's just as much fun for children to discover and study different-sized human footprints. Look carefully to identify fox, deer, or bird tracks. Take along a resource book to help you. Encourage children to look at the size and shape of the tracks. As a group, create a story about what kind of animal or bird passed by, where it was going or what it was saying.



AFTER-SCHOOLER IDEA: My Winter Poem Book

Invite after-schoolers to create a poem about winter sensations.

You'll Need: clipboard ▲ paper ▲ string ▲ pencil

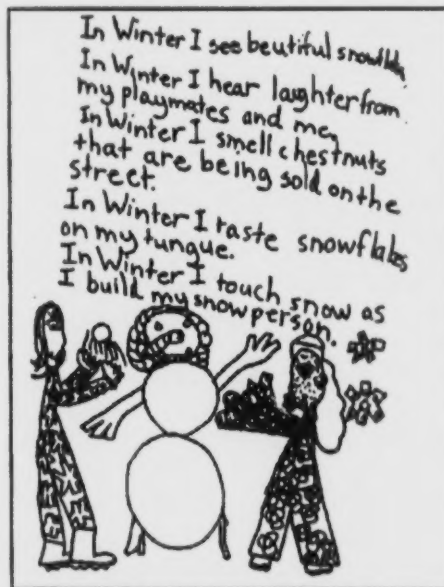
What to Do:

1. Talk about how people learn through their five senses and about how our senses help us explore winter.
2. Encourage school age children to go outside with a clipboard. This can be a piece of cardboard with a paper clip to hold a sheet of paper. You can tie a pencil to a piece of string and then knot the other end to the paper clip. Offer these poem starters on a sheet that children can complete with their own impressions:

*In winter,
I see...
I hear...
I smell...
I taste...
I touch..*

Leave plenty of room for them to write whatever they like.

4. Invite children to illustrate their poems.



art and poem by Rebecca Woldin, age 7

Ideas: Jeannine Perez, Kathy Faggella, Martha A. Hayes, Karen Stephens

Art: Catherine Minor, Kathy Faggella, Nina Woldin

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BUILDING SELF-ESTEEM

by Kathy Faggella

From the minute a child is born, the quality of the care, the loving, the attention, and the positive feedback that the child gets determines whether that child will have good self-esteem or a poor self-concept. That is why our behavior and attitudes toward the children in our care are so crucial. They can have a profound influence on each child's sense of self.

Because of this, we have awesome power and a great responsibility!

To be ready for this very influential role we play in the lives of young children, we must first accept ourselves. We each have to feel good about ourselves as people. We do not need to be perfect; we just need to know our positive qualities and be willing to work on qualities and characteristics that we would like to improve or attain. Once we have accepted ourselves, as is and as we are striving to be, then we can work on accepting all the children in our care.

It is true to say that some children are easier to like than others. Children who are cooperative, responsive, eager to learn, and affectionate, make our job easy. Yet, to help all children build good self-concepts, we need to accept everyone of them—even

the criers and complainers, the moody, aggressive, and uncooperative ones. We need to look for positive qualities in each child and focus on them. If we find it difficult to accept a particular child, then we need to change how we deal with and react to that child. We need to find a way to create positive experiences for both the child and ourselves.

One of the most important things we can do is listen to ourselves. How do we talk to children? Do we respond to them with courtesy, genuine interest, and affection in our voices and on our faces? We must take time to listen and interact with each child some time during each day. We must be careful never to put labels on particular children or talk to them only to give orders. Our patient, well-paced, quiet tone of voice can say: "I like talking to you" and "You are respected and loved here,"—without the words themselves.

We can help children build self-esteem with songs, matching games and art/craft activities that highlight their names. We can provide activities where children use their own bodies in creative: body tracing, fingerpainting, hand and foot printing. We can take lots of photos to make albums for each with pictures of achievements,

favorite activities with friends, and just growing up. Children love to hear themselves on tape, also. We can make sure children experience success by discovering their skills—physical, musical, verbal, artistic, cognitive—and building on them. Success breeds further success . . . and good self-esteem.

One way we can directly influence children's self-esteem is by encouraging their independence. By allowing children to control some aspects of the world around them, we give them confidence in themselves. When they feel capable, they are capable. Little things count: choosing where to work or play, getting their own art materials, helping with chores, operating a computer, using scissors or woodworking tools, pouring juice, and serving themselves at meals. In these ways, we are empowering children.

Children with good self-esteem seem content and happy—most of the time. These children seek to play with others or readily join in when asked. They do not show fear of new things and are not disruptive. They can enjoy their accomplishments and move with physical confidence.

What a joy it is to know that we have had a major part in building good self-esteem in the children in our care! It is one of our most important tasks!

BOOKS TO READ

TREES

- 📖 *Someday a Tree* by Eve Bunting (Houghton Mifflin)
- 📖 *A Tree Is Nice* by Janice May Udry (HarperCollins)
- 📖 *The Seasons of Arnold's Apple Tree* by Gail Gibbons (Harcourt Brace)

SNOWMEN

- 📖 *Sadie and the Snowman* by Allan Morgan (Scholastic)
- 📖 *The Snowman* by Raymond Briggs (Random House)
- 📖 *Spring Snowman* by Jill Barnes and Fusako Ishinabe (Garrett)

HELPING MYSELF

- 📖 *Clean Your Room, Harvey Moon* by Pat Cummings (Simon & Schuster)
- 📖 *Fritz and the Mess Fairy* by Rosemary Wells (Dial)
- 📖 *Froggy Gets Dressed* by Jonathan London (Puffin)
- 📖 *Helping Out* by George Ancona (Houghton Mifflin)

WINTER WALKS

- 📖 *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder (HarperCollins)
- 📖 *The Big Snow* by Berta and Elmer Hader (Simon & Schuster)
- 📖 *Footprints in the Snow* by Cynthia Benjamin (Scholastic)

HELP YOUR CHILD HELP HIMSELF

Self-help skills for young children include putting on and taking off clothing, toileting, setting the table, using utensils, pouring drinks, and cleaning up playthings. To be successful at self-help skills, your child needs five things: readiness ▲ interest ▲ knowledge (a period of training might be needed) ▲ practice (activities that make this fun) ▲ encouragement ("Look at the effort you're putting into this, AND the progress you are making!").

READINESS AND INTEREST

In order to figure out when to introduce a new skill, take a look at such things as your child's physical abilities (dexterity, balance, and coordination). Watch for signs that your child is interested in learning the new skill (for example: your child says he wants to do it himself; he asks how to do it, and so on). When you feel your child is ready to learn (for example, to set the table), begin by planning activities that will lead up to successful table setting.

KNOWLEDGE AND PRACTICE

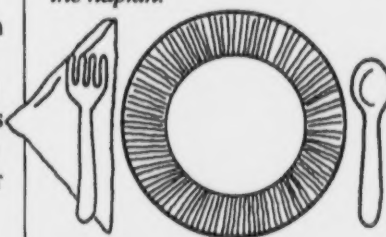
Set up your child to succeed! In order to do this, you will want to make sure he is interested in learning, give him all the knowledge and training he will need, and give him lots of chances to practice!

- ◆ Start by offering activities with

place mats, utensils, and paper or plastic plates and glasses. Encourage your child to plan tea parties or luncheons for stuffed animals, dolls, or playmates.

◆ Break down each of the more complex skills into simple steps. Let your child copy a place setting you have made one day and then invite him to follow your directions another day.

1. *First put down the plate.*
2. *Next put the napkin to the left of the plate.* (Help your child with right and left by putting a yarn bracelet on his right wrist.)
3. *Then put the spoon on the right (other) side of the plate.*
4. *Finally put the fork on top of the napkin.*



ENCOURAGEMENT

At every step, offer lots of encouraging words: "You're watching very carefully. I can see how hard you're working at this!" "Look how well you remembered where to put the napkin." Focus on how well your child is paying attention, how much effort he puts into the job, how he is improving, and how good it feels to be learning new things.

WINTER FOOD AND FUN

BAKE A "SNOW FAMILY"

You'll Need: 1 loaf frozen bread dough, thawed
◆ flour ◆ raisins ◆ baking sheet ◆ nonstick spray or shortening

What to Do:

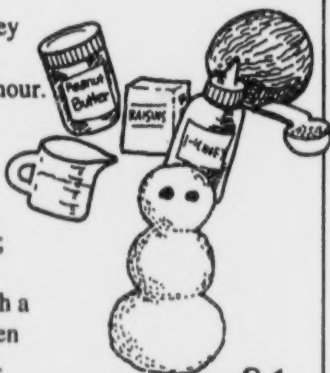
1. Invite your child to spray or grease the baking tray.
2. Sprinkle a little flour on the table.
3. Help your child divide bread dough into 12 portions.
4. Using one piece, encourage her to shape a snowman, lady, or child by breaking off smaller pieces and rolling them on the table or in her hands.
5. Place each completed member of the snow family on the baking sheet. Add raisins to make a face, if your child wishes.
6. Bake at 375° F for 8-12 minutes.

MAKE PEANUT BUTTER SNOWBALLS

You'll Need: 1 cup peanut butter ◆ 1/2 cup dry milk powder ◆ a few tablespoons of honey ◆ shredded coconut ◆ raisins ◆ toothpicks

What to Do:

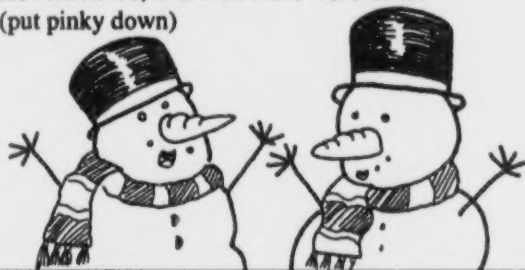
1. Let your child combine peanut butter with dry milk powder, plus honey to moisten.
2. Chill mixture 1/2 to 1 hour.
3. Show your child how to roll the mixture into balls and roll balls into shredded coconut.
4. Make a snowman treat; stack three snowballs together and fasten with a toothpick (older children only). Add raisin eyes.



21

DO A FINGERPLAY: FIVE LITTLE SNOW PEOPLE

*Five little snow people standing near the door.
One slowly melted and then there were four.
(hold up all five fingers, put thumb down)
Four little snow people standing close to a tree.
This one melted and then there were three.
(put down pointer)
Three little snow people with a hat and scarf, too.
This one slowly melted and then there were two.
(put down middle finger)
Two little snow people enjoying a day in the sun.
This one melted away and then there was only one.
(put down ring finger)
One little snow person trying hard to run.
He melted too, and then there were none.
(put pinky down)*



SING A SONG: WHERE IS MY SNOWMAN?

*(Tune: "Twinkle, Twinkle, Little Star")
Snowman, snowman, where can you be?
I built you yesterday and you were here with me.
I made you tall and I made you fat.
I gave you a nose, two eyes, and a hat.
Now you have melted away,
But the sun is shining
And it is time to play.*



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New Concord, Ohio

Sixth Annual Early Childhood Summer Training Institute (ECSTI) 2000 June 11-16, June 18-23, and June 25-30, 2000

With fifteen different one-week intensive seminars, (five different seminars per week) "ECSTI-2000" features some of the most distinguished international and national experts. All seminars are designed for public, parochial or private schools, child care center or family day care teachers, parents, administrators, Head Start, both graduate and undergraduate students and other education professionals. Each seminar counts for 3 semester hours of Graduate, or Under Graduate credit, or they can be attended for information only. Seminars can also be counted toward specific credential requirements. Participants can attend one seminar per week.

WEEK 1: JUNE 11-16, 2000

JUDITH COLBERT "How to Use Brain Research to Influence Curriculum"
KAY ALBRECHT "The Art of Leadership: Managing Early Childhood Organizations"
YETTA GOODMAN & WENDY GOODMAN "Reading Assessment and Intervention"
JUDY VAN VOORHIS "Technology Applications in Educational Administration"
LINDA MORROW "Serving Individuals with Disabilities"

WEEK 2: JUNE 18-23, 2000

KEVIN SWICK "Techniques for the Prevention and Management of Discipline Problems"
JOHN HEISWORTH "Assessment for Early Intervention"
STEVEN HERB & SARAH WILCOGHBY HERB "Enhancing Language and Literacy Development"
JAMES McAFFEE "Parent and Community Development for Successful Transitions"
RICHARD MURRAY "Planning Elementary and Secondary School Finance"

WEEK 3: JUNE 25-30, 2000

THERESA BOLOGNA "Using Children with Special Needs"
ROBIN CAMPBELL "Phonics and the Reading Process"
WALTER DREW "Self-Expressive Hands-On Creative Art Activities"
VICKI WILSON & KAY MILLER "Curriculum and Instruction of the Talented and Gifted"
DAVID BIRCHFIELD "Community Relations and Building Consensus"

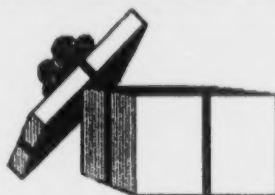
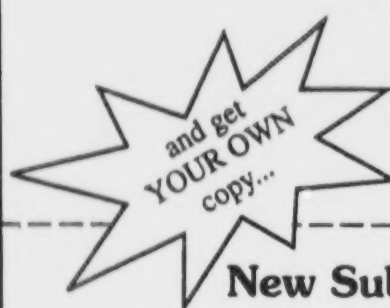
COSTS PER WEEK:

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Attendance for information only \$425

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CALL/FAX: (419) 634-9232, e-mail: rschmitz@muskingum.edu, Web site: <http://www.muskingum.edu/www/ecsti2000.html>

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For People Who Care for Young Children

MOTHER GOOSE IS LOOSE!

Liven up your program with nursery rhyme fun. February is a great time to let Mother Goose loose in your program.

Mother Goose's assorted nursery rhymes have long been favorites with young children because of their silly stories and rich language. Nursery rhymes offer rhyme and rhythm making them especially appealing to young children.

Design a week of Mother Goose activities concentrating on four popular rhymes and end with a Mother Goose Party. (See page 4.) And don't forget to teach children "The Queen of Hearts" for Valentine's Day!

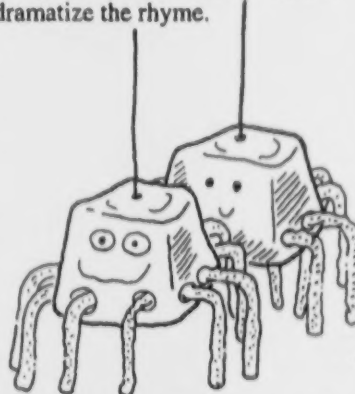
LITTLE MISS MUFFET

Introduce "Little Miss Muffet" along with spider facts. Help children answer spider questions.

How many legs do spiders have? How do they make a web? Why do they make a web? What do they eat? How do they have spider babies? Learning this information will perhaps help children cope with their fears about spiders.

Help children make Miss Muffet's spider using two egg carton sections and four bent, black pipe cleaner legs. Hole punch two holes on each side of each of the sections (a total of eight holes). Pass the pipe cleaners through the

holes to create an eight-legged spider. Invite children to add a face with markers. Add a string to the spider's back and children can dramatize the rhyme.

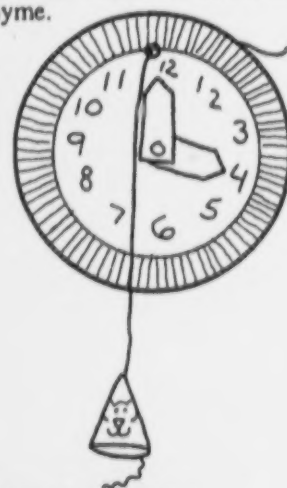


HICKORY, DICKORY DOCK

While introducing "Hickory Dickory Dock," talk about clocks and time. Children can make a clock face on a paper plate. Decorate the face like a grandfather clock and add the numbers 1-12. Punch a small hole above the 12 and put a long piece of yarn through it.

To make a mouse, cut a semicircle of paper and roll it into a cone. Secure it with tape and draw eyes and ears. Add a long yarn tail and attach the mouse to the yarn through the clock. Pulling on the yarn on the back of the clock will allow the mouse to climb up and fall down. Add cardboard hands to the clock face with a brass paper fastener and children can practice number

recognition showing different times, as well as acting out the rhyme.



LITTLE BO PEEP

Invite children make Little Bo Peep's sheep using simple posterboard cutouts of a sheep's body and head. Let them draw on the facial features with markers and then glue cotton balls onto the body. Add a short yarn tail and two clip-style clothespins for legs. The sheep will stand on a smooth surface.

Add a bell to one of the sheep to play a listening game. As children have their eyes closed, hide the sheep and ring its bell. All the Little Bo Peeps with good hearing will be able to find the lost sheep.



LEARNING WITH NIMBLE JACK

Use favorite nursery rhymes to teach skills and concepts.

Jack be nimble,

Jack be quick,

Jack jump over the candlestick.

With just a little imagination and a few inexpensive props, whole lessons can be planned around a nursery rhyme such as "Jack Be Nimble." Let's look at a few of the possibilities.

◆ Jack be nimble...

"Nimble" is a word that young children don't usually know except as part of the rhyme. Not many children realize it's just another way of saying "quick," "rapid," "swift," "speedy," or "Don't waste any time."

◆ Jack be quick...

Discuss with children how much better it sounds to say "*Jack be nimble, Jack be quick,*" than to say "*Jack be quick, Jack be quick.*"

This can lead to talking about other words having the same meanings. Children love to be able to say the same thing in different ways.

Also discuss how "quick" is different from "slow." Let children show you how they move quickly and how they move slowly.

◆ **Jack jump...** Let children show you how they can jump—high, low, far. How many other ways are there to move? Creep, crawl, walk, run, skip, hop...

◆ **Jack jump over...** "Over" is different from "under." Develop activities where children move over and under things or place objects over and under other objects. Then include other prepositions such as

"in, on, in front of," and "behind."

◆ **The candlestick.** Darken the room. Light a candle in a holder and place it well out of reach of children. This is a good time to stress safety rules regarding matches and fire.

Ask children to observe carefully as you lower a clean, clear, glass jar over the flame. Raise and lower it several times and watch what happens. Cover the candle completely with the jar and invite children to count with you to find out how long it takes for the flame to go out.



CREATIVE THINKING

Think of questions to get children using their thinking skills.

"Why do you think Jack wanted to jump over a candlestick?"

"Who do you think is telling Jack to jump?"

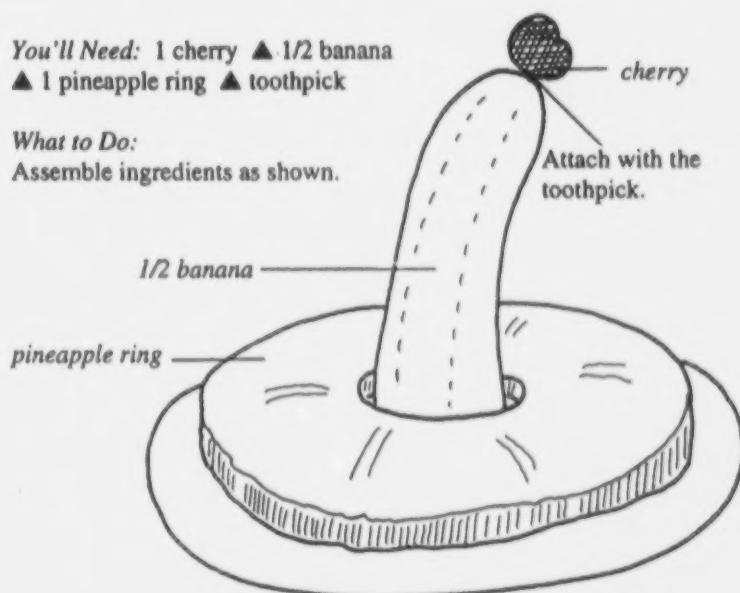
"Why do you think Jack should be quick?"

JACK BE NIMBLE CANDLESTICK

You'll Need: 1 cherry ▲ 1/2 banana
▲ 1 pineapple ring ▲ toothpick

What to Do:

Assemble ingredients as shown.

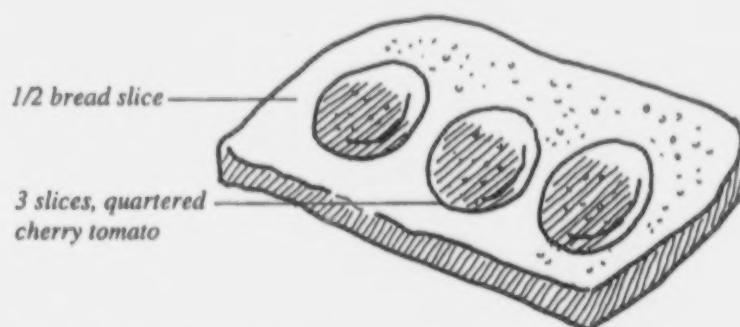


THREE BLIND MICE

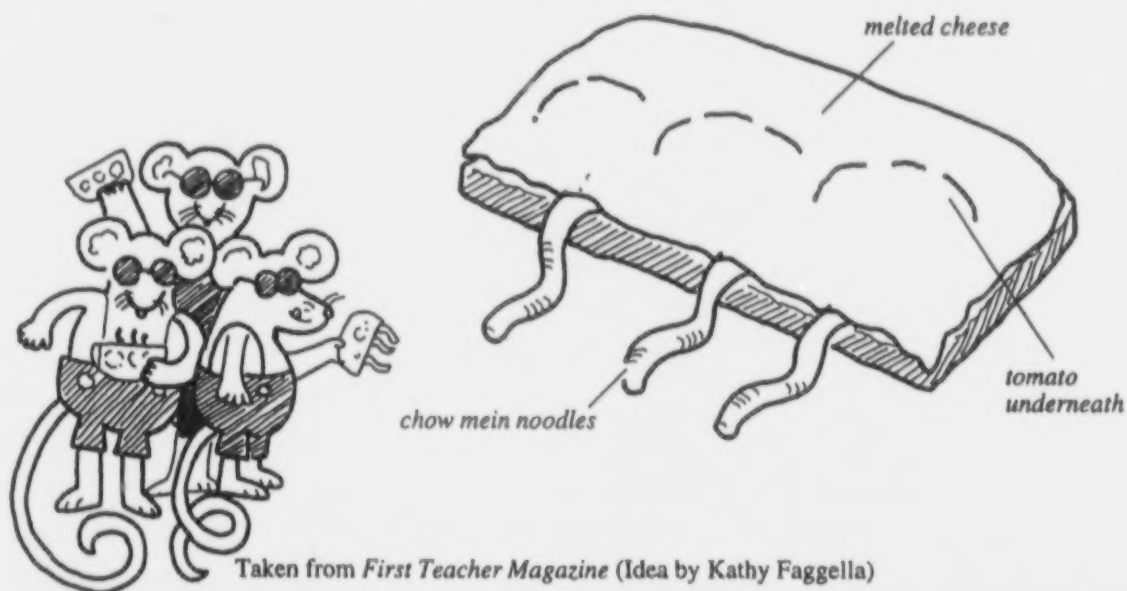
You'll Need: 4 half slices of bread ▲ 3 cherry tomatoes ▲ 2 whole slices of American cheese
▲ 9 chow mein noodles ▲ plastic knife ▲ baking sheet

What to Do:

1. Cut cherry tomatoes into quarters.
2. Place bread half slices on a baking sheet.
3. Arrange 3 quartered tomato slices in a line along each slice of bread.



4. Cut cheese in half and place over tomato "mice."
5. Broil 1-3 minutes.
6. Insert a chow mein noodle under the cheese for each mouse "tail."



Taken from *First Teacher Magazine* (Idea by Kathy Faggella)

BOOK CORNER:

IN THE



- 📖 *Mother Goose Math* by Harriet Ziefert (Ed) (Viking Children's Press)
- 📖 *Here Comes Mother Goose* by Iona Opie (Ed) (Candlewick Press)
- 📖 *The Original Mother Goose* by Blanche Fisher Wright (Running Press Book Publishers)
- 📖 *The Adventures of Simple Simon* by Chris Conover (Sunburst)
- 📖 *Tomie De Paola's Mother Goose* by Tomie De Paola (Putnam Publishing Group)
- 📖 *Chinese Mother Goose Rhymes* by Robert Wyndham (Ed) (Paper Star)
- 📖 *Jana and Jamil Went Down the Hill: An African Mother Goose* by Katherine Roundtree (Charlesbridge Publishing)

MOTHER GOOSE PARTY

The Mother Goose party is the highlight of your week's activities. And what better time to have a party than the middle of a dreary winter? Invite children to come dressed as a character in one of the rhymes. Props such as Mary's stuffed little lamb, Little Bo Peep's shepherd staff, or Jack and Jill's pail will add to the festive atmosphere. Of course, you will want to dress as Mother Goose and carry a copy of her favorite collection of nursery rhymes. The characters can parade for their parents and have a chance to recite their nursery rhymes.



- ◆ Children can prepare and enjoy Mother Goose foods at the party. Make Little Boy Blue's haystacks by pouring melted butterscotch morsels and peanut butter onto a mixture of peanuts and chow mein noodles. Drop haystacks onto foil and refrigerate to harden.
- ◆ Little Jack Horner can have mini-pies in muffin cups filled with chocolate pudding.
- ◆ A favorite pumpkin cookie recipe will be great for "Peter, Peter, Pumpkin Eater."
- ◆ Make Jack and His Candlestick. The recipe is on page 2.



MOTHER GOOSE GAMES

- ◆ Set up a large unlit candle for children to jump over like Jack Be Nimble.
- ◆ Lay a gym mat or blanket over some large pillows to make Jack and Jill's hill. Children can climb up one side and roll down the other.

Ideas: Sally Ding, Kathy Faggella

Art: Debby Dixler

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For People Who Care for Young Children

FRIENDS FOREVER

Next week we celebrate love and friendship on Valentine's Day. Your two and three year olds are beginning to reach out, trying to play "with" rather than "around" other children. Watching their progress is fascinating and reminds us that socializing is a learned skill much like pouring milk in a glass or reading. There are many ways we can help children learn about friendship, sharing, and playing together.

Read stories about friendship to children. *Three Friends* by Robert Kraus (Windmill Books) is an excellent book. (You will find others *In the Book Corner*.) Talk about friends. Start by naming people who are very special to children and what they do that make them happy.

Take a big piece of posterboard and challenge children to think of as many words as they can think of that mean FRIEND. Start with the obvious, like "pal" and "playmate" and then go on to talk about words that come to mind when we talk about our friends. Start with examples like: "happy," "fun," "helpful"... And let children take off. They may come up with some examples that surprise you! When you run out of words, give children markers or crayons and let them

THE GOOD FRIEND'S TREE

The GOOD FRIEND'S TREE has slips of paper tied to branches that are promissory notes. Cut small squares of paper from leftover art projects and print promises such as "Draw a picture for a friend." "Give someone a hug." Everyone can agree on the notes at circle time. Tie them on the tree with bright ribbons. Once a week, let each child pick a card and read the message—a kind act to perform some time during the day.



make pictures of friends doing things together. Glue their pictures on the posterboard to create a special poster to display for new friends and family who visit your program.

Children might enjoy finding pictures of friends or qualities relating to friendship in old copies of magazines. These can be

mounted on colored paper and made into a scrapbook or overlapped and glued onto a posterboard for a FRIENDSHIP COLLAGE.

If you made a Tree for All Seasons last month, (See January 3 TLC.), turn it into a GOOD FRIEND'S TREE by following the directions above.

EXPLORING RELATIONSHIPS

▲ If you cook with your children, they are probably used to simple recipes where they help you follow directions—measuring and adding ingredients as you cook. One day, invite your children to make up their own recipes—recipes for themselves.

Encourage children to look around your circle and talk about the likeness and differences they see. Talk about how differences make each of us interesting and groups fun. Going around the circle, let children work together to dictate a recipe for each person.

RECIPE FOR BOBBY

You'll Need: two blue eyes ♦ a big smile, with one tooth gone
♦ two cups of niceness ♦ 1/2 teaspoon of mischief ♦ a talent
for drawing scary dinosaurs ♦ four hugs ♦ lots of freckles

What to Do:

1. Mix the hugs and smiles with the niceness and a little bit of naughtiness.
2. Add blue eyes and freckles.
3. Bake until pink.

You might want to put all the recipes into a "Cookbook"
Let each child illustrate his own recipe.



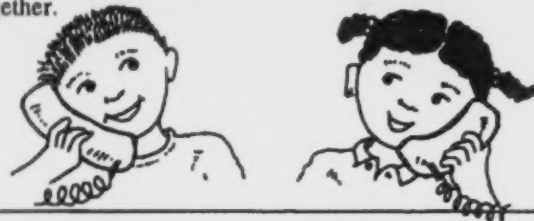
▲ Use puppets to explore relationships with children—people puppets, animal puppets, even puppets who are just faces painted on fingertips or fists. Puppets help children express their feelings and explore relating to each other in a safe way.

Make copies of page 3 and give one to each child, along with scissors, and markers or crayons. Tell children that they are going to make some special friends to play with. Invite them to decorate the finger puppets to look like real or imaginary friends. They can glue on yarn bits for hair.

Help children cut out their puppets on the heavy lines. Wrap the puppets around each child's finger and tape in place. Have children's puppets introduce themselves to the group and to each other at circle time.

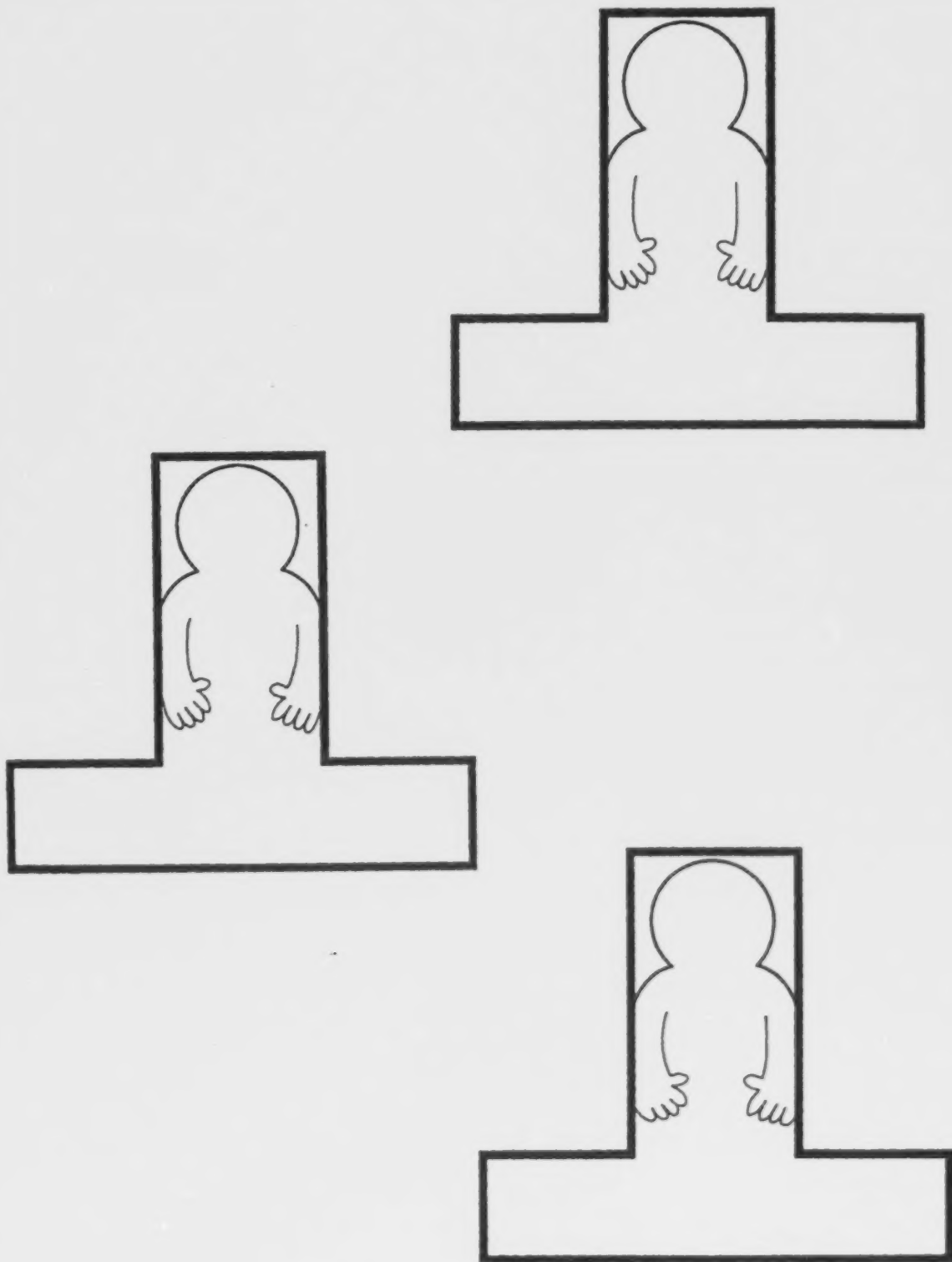


▲ If you have two old telephones you no longer use, let children use them for dramatic play and problem solving. If two children are having a problem with each other, suggest that they discuss things on the phone. Challenge them to come up with a solution together.



▲ Encourage children to "write" letters to friends, family, and other important people in their lives. Let them dictate their thoughts and then illustrate their letters. Put all letters in envelopes and address them. Letters can go in the cubbies of friends or be stamped (by the child) and put in a mailbox or given to your mail carrier.





Taken from *All About Me* by Wendy Pfeffer (First Teacher Press)

BOOK CORNER:

IN THE



- 📖 *George and Martha* by James Marshall (Houghton Mifflin Co.)
- 📖 *Chester's Way* by Kevin Henkes (Mulberry Books)
- 📖 *Wilfred Gordon McDonald Partridge* by Mem Fox (Kane/Miller Book Pub)
- 📖 *Toot and Puddle* by Holly Hobbie (Little Brown and Co.)
- 📖 *Do You Want to be My Friend?* By Eric Carle (HarperCollins Juvenile Books)
- 📖 *Will I Have a Friend?* by Miriam Cohen (Aladdin Paperbacks)
- 📖 *Jessica* by Kevin Henkes (Mulberry Books)
- 📖 *Horris and Morris but Mostly Dolores* by James Howe (Atheneum)
- 📖 *Annie Bananie, Best Friends to the End* by Leah Komaiko (Yearling Books)
- 📖 *Frog and Toad Together* by Arnold Lobel (Harper Trophy)

HELPFUL HINTS: Role Playing

Many times, you can deal with common problems between children by having pre-schoolers take part in role playing. This is not dramatic play; it is really problem-solving. To keep role playing from becoming threatening or nonproductive, these hints might be of help.

- ▲ Do NOT begin at the start of the new year. Allow plenty of time for children to become at ease with you and with each other before introducing role playing.
- ▲ Begin with a situation or story that you know relates to real life situations. Dilemmas with more than one workable situation are best.
- ▲ Try not to use any situation that might result in hurt feelings or misunderstandings. Remember children need privacy, also.
- ▲ Tell children that you are going to tell them a story, and that you want them to find a solution or ending to the problem. They cannot change the problem to create a solution.
- ▲ When everyone understands the problem-solving rules, invite children to help act out parts—but only if they have thought of a solution.
- ▲ Encourage children to think of as many solutions as possible.
- ▲ Accept children's giggling and embarrassment at first by telling them that sometimes you, too, feel awkward or shy when role playing. Then get back to business and show them that you are taking the role playing seriously.
- ▲ If children get rough, or real problems arise, stop the role play and ask if anyone else has a solution. Talk about the conflict later when feelings have cooled.
- ▲ Remember that in pretending to solve conflicts and deal with other situations, children get valuable practice in dealing with real life situations.
- ▲ Don't discount the influence of your own modeling. Examine the way you deal with difficult situations in front of children and be aware that they often imitate what they see adults do!

Ideas: Kathy Faggella, Jeannine Perez, Wendy Pfeffer

Art: Nina Woldin, Debby Dixler

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For People Who Care for Young Children

ACTIVITIES WITH LOTS OF HEART

On Valentine's Day, combine art, language, movement, and math to create a day of fun and learning.

HEART GAMES

Children love treasure hunts and playing any game with repetitious actions. Try these two in honor of Valentine's Day.

▲ "Find a Friend" Hunt

You'll Need: valentines made from construction paper or commercial valentines ♦ scissors

What to Do:

1. Cut fairly large valentines into two pieces. Cut the halves unevenly.
2. During rest/nap time, hide the halves.
3. Later, ask children to find valentines that need a buddy. Have children compare their halves until they find the child with a portion that completes their valentine.
4. Have each pair of valentine

friends choose a quiet activity to do together—read a book, put a puzzle together, build with blocks, draw a "joint" picture.

▲ "Things to Do" Hunt

You'll Need: construction paper

♦ marker ♦ scissors

What to Do:

1. Cut paper hearts in all sizes and colors and print "things-to-do" on each of them: "hop on one foot"; "clap your hands behind your back"; "sing a silly song"; "smile"; "jump up and down"; "give someone a hug."
2. Hide all of the hearts so that they are easy to find.
3. During circle time, have children each take a turn finding one of the special valentines.
4. When a child finds a valentine, read the directions, and have everyone do the action together.

HEART ART

▲ Heart Necklaces

Let your children make and wear these on Valentine's Day and any they need to feel loved.

You'll Need: cardboard

♦ red and pink construction paper
♦ wrapping paper ♦ doilies
♦ wallpaper samples ♦ scissors
♦ glue ♦ hole punch ♦ red yarn

What to Do:

1. Give each child a cardboard heart that is as large as a sheet of construction paper.
2. Then encourage children to cut as many smaller hearts as they can. The hearts should be a variety of shapes, sizes, and colors.
3. When each child has a pile of small hearts in front of him, ask him to swap hearts with others. Each child should then end up with a pile that includes a variety of hearts.
4. Help children glue the small hearts to the larger heart, overlapping them.
5. When the cardboard heart is covered, make a hole in the top of the cardboard heart and thread yarn through it. Tie the ends of the yarn. Children can wear their hearts as a decoration or hang them around the necks of friends.



HEARTS IN ACTION

*This valentine action story activity can be done with or without props.
Children will have special fun if they wear a valentine handle mask and a valentine hat.
These are so easy to make.*

VALENTINE HAT

Cut the plate into a heart shape. Decorate with markers, paper hearts, lace, doilies, yarn, and so on. Add leftover holiday ribbons to two sides and tie under the chin.



VALENTINE HANDLE MASK

Cut the face mask from a large paper plate. Cut the center in a heart shape, leaving a two-inch border around the plate. Invite children to decorate the border; using markers, small hearts, lace, yarn, doilies, or other objects. Add a paint stirring stick or length of heavy cardboard for the mask handle. Invite each child hold the mask in front of his face.



With a four-inch wide strip of masking tape (or the side of a piece of chalk), create a giant valentine on the floor inside or blacktop outside. Encourage children to wear their hats and/or hold their face masks as they stand on the valentine.

With young children, you may want to first talk about the following "feeling" words: sad, mad, angry, tired, sleepy, surprised, smiling, grinning, and laughing. Encourage them to practice facial expressions in front of a mirror before you begin to tell the story.

Allow enough time for children to do the actions, while you read the story. (Insert the word "freeze" or "stop" at the end of each set of directions.)

In the valentine factory, there lived (count the children) 1,2, 3... pretty Valentines. All the other valentines had been mailed out to children around the world, but the (10) pretty valentines waited and waited. They looked so sad.

Slowly, the (10) sad valentines walked around the giant valentine. Freeze. They looked mad and tiptoed around the giant valentine. They looked angry and walked heel-to-toe around the giant valentine. They looked tired and dragged their feet around the giant valentine. They looked sleepy and slid around the giant valentine.

The (10) sad, mad, angry, tired, sleepy valentines sat down, crossed their legs, bowed their heads, and took a nap.

Wake up! Wake up! The (10) pretty valentines raised their heads. There is good news! It was the day before Valentine's Day. Finally they had been chosen to be mailed. The (10) pretty valentines stood up. They stretched their arms way up high. They looked happy.

The (10) happy valentines looked surprised and hopped around the giant valentine. They laughed and spun around the giant valentine. They put on a happy face and galloped around the giant valentine. (Be sure to insert "freeze" or "stop" at the end of each set of directions.)

The (10) happy valentines each wiggled into an envelope. They stood up straight and tall. Count 1,2,3... Yes, the (10) pretty valentines were all ready. And off they marched to the post office.

Your children will love performing this action story over and over. At Easter, they could be bunnies hopping around an egg. At Halloween they could be goblins around a pumpkin... The possibilities are endless.

MAILBOXES^{WITH} HEART

PAPER MAILBAG

Make a heart shaped mailbag for each child. You will need two 12" x 18" pieces of red paper for each mailbox. Fold the paper crosswise and cut the curve of a heart (half a heart) on the open corners. Make the mailbag by inserting one fold within another at right angles. Paste the edges and add a paper strip handle. To make the bag stronger, staple the handle in place.



1. Fold crosswise.



2. Cut the curve of a heart on open corners.



3. Paste edges.



4. Add a paper strip handle. Staple the handle in place.

SHOEBOX MAILBOX

Decorate a shoebox by covering the box with white tissue paper or paint and then glue on paper hearts of all sizes and colors. Print the child's name on the top. Each child can carry valentines and notes home in this special mailbox.



from *First Teacher Magazine*

BOOK CORNER:

IN THE

- 📖 *It's Valentine's Day* by Jack Prelutsky (Morrow)
- 📖 *Arthur's Valentine* by Marc Tolen Brown (Little Brown & Co.)
- 📖 *Bee my Valentine* by Miriam Cohen (Dell)
- 📖 *A Book of Hugs* by David Ross (HarperCollins)
- 📖 *Four Valentines in a Rainstorm* by Felicia Bond (Harper Trophy)

INFANT CARE: Heart Mobile

You'll Need: doilies ♦ lace ♦ foil ♦ wrapping paper ♦ construction paper ♦ wire hanger ♦ red yarn ♦ hole punch

What to Do:

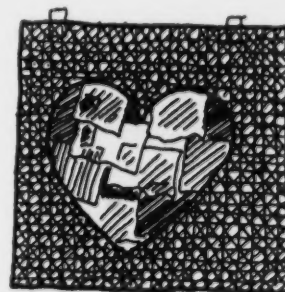
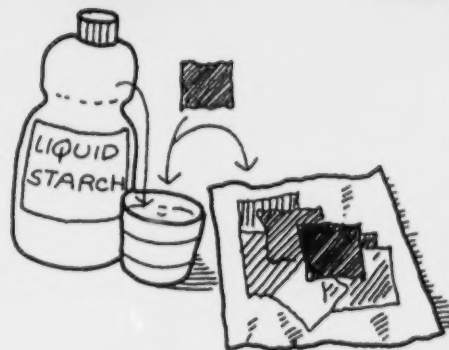
1. Invite each of your children to make a fancy valentine using collage materials.
2. Hole punch each valentine.
3. Thread yarn through hole and knot to attach.
4. Tie onto wire hanger.
5. Hang where babies can enjoy the colors and shapes.

AFTER-SCHOOLER IDEA: "Stained Glass" Heart

You'll Need: waxed paper ♦ liquid starch ♦ paint brush ♦ white and red tissue paper ♦ scissors ♦ tape ♦ white or red construction paper

What to Do:

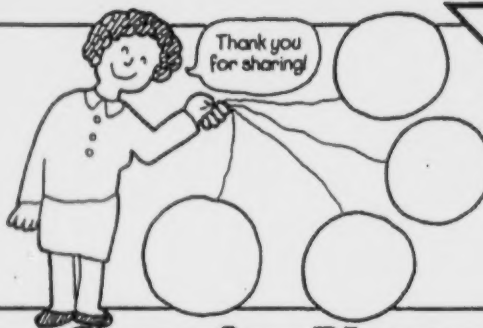
1. Help children tear up white and red tissue paper into pieces of about one inch.
2. Encourage them to dip a brush into liquid starch and spread it on pieces of waxed paper.
3. Invite children to pick one of the pieces of tissue paper and put it on the waxed paper. (It will stick.) Challenge them to repeat this process with different pieces. When they overlap, children will discover the varying shades of pink and red that are created.
4. Help them apply more starch as needed. (Note: Use as little as possible to have the papers stick. Using too much starch will cause the red to run too much.)
5. When the page is covered with tissue paper, set it aside to dry.
6. Let children cut a heart-shaped frame from white or red construction paper and glue it over the waxed paper.
7. Hang the hearts in a window or in a place where the light will stream through the tissue paper pieces.



Ideas: Jean Stangl, Jeannine Perez

Art: Catherine Minor, Nina Woldin, Debby Dixler

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For People Who Care for Young Children

BULLETIN BOARD BASICS

Bulletin Boards can play such a important role in your program. A bulletin board can be used to introduce new ideas or themes; it can show children's work; it can recognize special events; and it can provide a center of interest that relates to areas of learning. Do your bulletin boards represent what is going on in your program? Do they reflect all of your children and their interests?

Young children should help in creating your bulletin boards. Bulletin boards should never be static. They should be changed often coordinating with each new theme or learning area.

Make the bulletin board as simple as possible. If you spend too much time on it, you will be tempted to leave it up for weeks or even months.

Here are a few hints to help construct easy, useful bulletin boards.

1. Plan the bulletin board on paper first.

- ▲ What do you want to cover?
- ▲ What very brief title will it have?
- ▲ What items will be placed on it?
- ▲ Will it catch children's attention and encourage them to add to it?

2. Lay out the arrangement and background. Allow enough space

for display and add table area, if necessary. Use soft colors for mounting papers. Border the bulletin board with reusable, corrugated, colored strips, or brightly accented construction paper. Choose colors that coordinate with a project or season. Make sure children can see it.

3. Pin, tack, staple, tape, or glue on the title. To make letters, use heavy marker to draw outlines on contrasting color construction paper and cut out. OR, make lettering with yarn, craft sticks, cotton puffs, pipe cleaners, twigs,

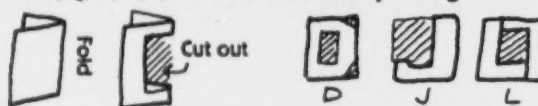
or glued-on glitter.

To help make even block letters, cut out the correct number of rectangles that correspond to the number of letters needed. They can be any height and width. Then by making a fold down the center and a few cuts, most letters can be formed. (See below.)

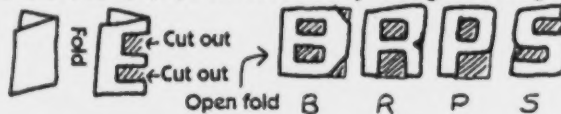
4. Use pictures to convey ideas or information. Draw your own pictures, using coloring books as a guide if need be. Or, use cutouts from magazines, cards, or calendars. Photos of children are great.

MAKE LETTERS FOR YOUR BULLETIN BOARD

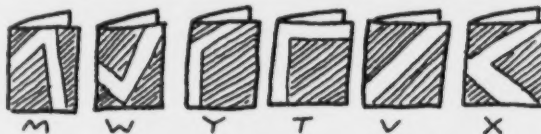
The O, Q, U, D, J, and L can be formed by folding and cutting.



The A, B, E, F, G, H, P, R, S can be formed by folding and cutting.

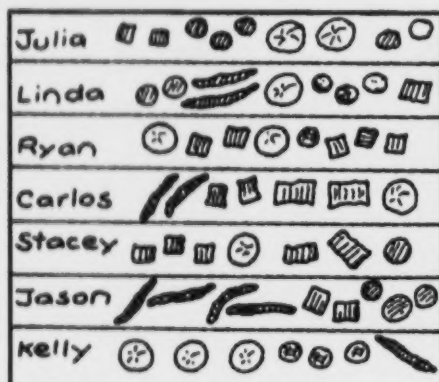


The M, W, Y, T, V, X, K, N, Z can all be folded in the center and cut symmetrically.

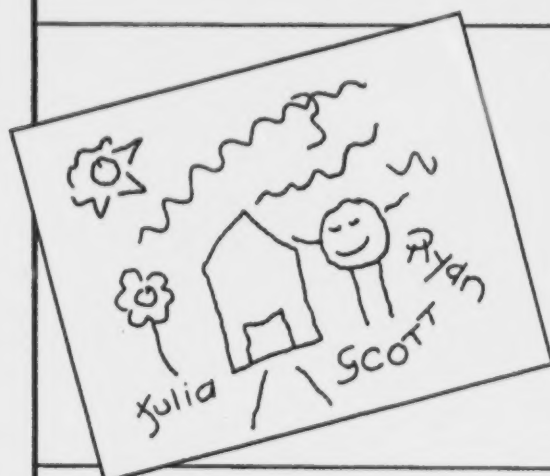


KID-MADE BULLETIN BOARDS

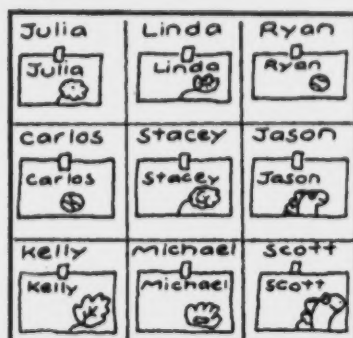
Here are three ideas for bulletin boards your children can create. Decorating the room with your children develops a sense of pride in them towards their environment. They will be proud to show off their room and the bulletin boards they all shared in creating!



▲ **Print-a-Pattern** Prepare the bulletin board by measuring off horizontal lines on backing paper to create one horizontal stripe/space for each child. At the left end of the stripes, list children's names. Then offer children a variety of materials for printing (discarded ends of fruits and vegetables, rubber stamps, wood scraps, small sponges with clothespin handles...) as well as an assortment of colored ink pads and paints. On separate paper, show children how to make patterns with elements of shape, color, and number. To begin, focus only on one element at a time. Have children practice a bit on paper, then when ready, have them transfer their favorite pattern to the bulletin board. Very young children can be encouraged to create a random series of prints or they may copy a simple pattern from a variety that you provide.



▲ **What's in a Name** Cover a large bulletin board with a bright, solid background. Divide paper evenly into a grid design thus providing each child with a 12" square space on the board. With a marker, print each child's name in large letters at the top of the space, leaving at least 11" of paper exposed under each name. First, use the board as a basis for a matching game—children must match name cards to names printed on the board. Then invite them to decorate their name with markers or paints. As the year progresses, children can copy their names in a variety of materials: yarn, colored sand, straws, stitches on burlap, and so on. These names can be displayed under the original names, and saved to bind together later in "Name Books."



▲ **Graffiti** Children are always being told not to write on walls and furniture, but now they can have the freedom and the fun to write on at least one place on the wall. Once again, cover a large bulletin board with craft paper. (You may want to tack several layers at first so that you can tear off the top layer to expose a fresh piece when needed.) Then invite children to print and draw to their hearts' content. If you share a special story, event, or trip, expose a fresh piece of craft paper to create an instant mural!

THREE CARING AND SHARING BULLETIN BOARDS

THANK YOU FOR MAKING ME FEEL GOOD CHART

This is what someone did to make me feel good!

Thank you

Betty,
for helping Donna put
on her coat.

Thank you

George,
for taking care of our
newest friend, Bill.

Thank you

Everyone,
for the lovely flowers
you sent me.

Thank you

Brian,
for letting Joey wear your
sweater when he was cold.

We know how to SHARE CHART (Giving and Receiving feels good!)



Thank you
for sharing!

Steve
and Marty
share
trucks.

Karen
and Rachel
share
snacks.

Jeff
and Abby
share
blocks.

Mike and
Ken share
crayons.

COOPERATION CHART

We like to help others do things.
We like to give help when it is needed.

Sue and Val
rolled up
the rug.

Everyone stayed
in line during the
fire drill.

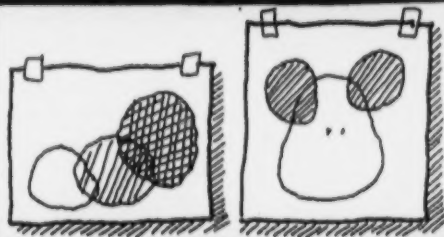
Jon and Beth
wiped up the
water.

It's easier to get a job done
when some one helps you.

Taken from
First Teacher Magazine
(Idea by Kathy Faggella)

BOOK CORNER:

IN THE



Keep a bulletin board in or near your reading corner.

◆ Highlight books you have read at circle time by having children draw pictures to illustrate their favorite part of the story

◆ Highlight an author/illustrator such as Ezra Jack Keats. Keats draws or paints backgrounds and glues cut-out figures on top of them. Brian Wildsmith uses colorful designs. Eric Carle and Leo Lionni also use interesting techniques. Read several books by one author/illustrator. Show children the pictures as you read and leave out the books so that they can explore the art by themselves. Then invite them to make pictures in the style of the illustrator. These should not be copies of the illustrations, rather children should try to use the same type of materials and techniques of the artist. Post their creations on the bulletin board under the title: **IN THE STYLE OF...**

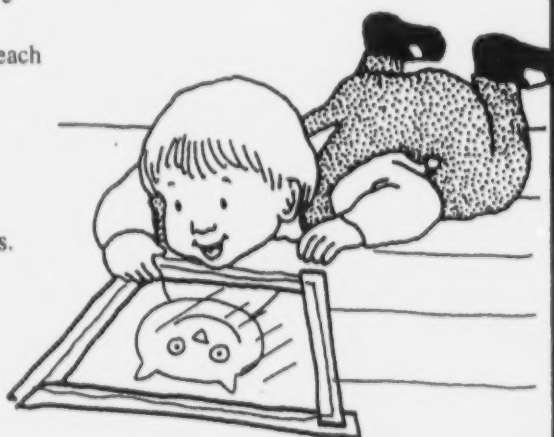
INFANT CARE: Pictures on the Floor

Babies can't appreciate bulletin boards on the wall as much as your older children can. However they do enjoy mirrors, large colorful pictures of easy-to-identify objects, and smiling faces on photos, looking up at them from the floor as they creep and crawl.

You'll Need: clear contact paper ▲ plastic or acrylic mirror ▲ picture or photo

What to Do:

1. Completely clean and dry places on the floor where you have decided to place pictures.
2. Cut clear contact paper into pieces a few inches larger than each mirror (plastic or acrylic) or picture you have chosen.
3. Put the contact paper on a table sticky side up. Place the picture, photo or mirror face down in the middle of the paper.
4. Turn it over and stick the contact paper with the picture or mirror attached down on the floor. Smooth out any wrinkles. Press down the edges with a shoe or spoon to make sure the contact paper is firmly attached to the floor all the way around.
5. Watch as your babies discover the images on the floor!



Ideas: Kathy Faggella, Mary Beth Spann Minucci

Art: Debby Dixler

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OBSERVING AND RECORDING

by Kathy Faggella

Make a Note of This. . .

The Scene: Melissa is at the sand table. She lifts a scoop of sand and it spills on the floor. Keith and Susan, who are also playing there, shout, "Stop!" Melissa drops the scoop, starts to cry, and runs from the area.

What did you observe?

1. Melissa was mad at Keith and Susan and threw sand at them. She got angry when they tried to stop her and ran away, probably to tell the teacher.
2. Melissa deliberately threw the sand on the floor. When the other children saw her bad behavior, they tried to stop her and she got angry at them and ran off.
3. Melissa dropped sand on the floor. Keith and Susan shouted at her. She ran away crying.

These examples show the importance of making accurate and objective observations. Choice number one is not accurate. It is an interpretation of what the observer thinks happened. Choice two is not objective. It supplies a motive for the behavior that may or may not be true and passes judgement. Choice Three is a simple accurate observation of the situation—nothing more, nothing less. Being able to observe and record children's behavior both accurately and objectively takes practice, but is well worthwhile.

Observations are made to help the teacher/caregiver get to know each child better and use the information gathered to make individualized short and long term plans. By observing children, we get to know their interests, the skills and strengths they possess, and any areas of weakness or needs.

Then we can use this information to build on children's interests, choosing activities to enhance strong skills and developing activities to help weak areas. Also we can note progress and growth when we regularly make

observations of children. If a particular problem exists, we are able to pinpoint it, plan ways to resolve it, and gather data on the progress. This observational information is essential for reporting a child's progress to parents and specialists.

We also derive a bonus when observing and recording children's behavior. We get to evaluate how our planned program, activities, and environments relate to and work for individual children. By really watching, being objective, and evaluating what we see, we can note where changes might have to be made to better serve each child.

But how do we observe children when we're so busy with everyday tasks? Here are a few hints to make observations a regular part of your day—accurately, objectively, and with ease.

▲ Jot down observational notes often. Date each note. Use a few index cards or a tiny notebook. Keep it in your pocket with a pencil for handy access. (One terrific

teacher we know wears a pen necklace every day!)

▲ Write what you see—objectively, accurately, and briefly.

▲ Use phrases, abbreviations, and numbers to keep it accurate and get the essence of what the child said and did.

▲ Draw diagrams and use arrows to show movement. Underline words to add emphasis to the way something was said.

▲ Obtain information through informal observations. Do NOT plan tests to observe how a child is developing with motor, cognitive, or language skills.

Observing and recording children's behavior as well as determining their interests and skills, is an ongoing process. We cannot draw accurate conclusions from one or two observations. Just as our moods and behaviors change from day to day, so children act differently at different times. It is best to make many brief observations over an extended period of time to obtain the best information about a child.

Learn about the child to help the child learn.

BOOKS TO READ

MOTHER GOOSE

- 📖 *Mother Goose Math*
by Harriet Ziefert (Ed)
(Viking)
- 📖 *The Adventures of Simple Simon* by Chris Conover
(Sunburst)
- 📖 *Tomie De Paola's Mother Goose* by Tomie De Paola
(Putnam)
- 📖 *Jana and Jamil Went Down the Hill: An African Mother Goose* by Katherine Roundtree (Charlesbridge)

FRIENDSHIP

- 📖 *George and Martha*
by James Marshall
(Houghton Mifflin)
- 📖 *Wilfred Gordon McDonald Partridge* by Mem Fox
(Kane/Miller)
- 📖 *Do You Want to Be My Friend?* by Eric Carle
(HarperCollins)
- 📖 *Will I Have a Friend?*
by Miriam Cohen
(Aladdin Paperbacks)
- 📖 *Frog and Toad Together*
by Arnold Lobel
(Harper Trophy)

VALENTINE'S DAY

- 📖 *It's Valentine's Day*
by Jack Prelutsky (Morrow)
- 📖 *Arthur's Valentine* by Marc Tolen Brown (Little Brown)
- 📖 *Bee my Valentine*
by Miriam Cohen (Dell)
- 📖 *A Book of Hugs* by David Ross (HarperCollins)

RECIPE FOR SELF-ESTEEM

If you cook with your child, he is probably used to simple recipes where he helps you follow directions—measuring and adding ingredients as you cook. One day, invite your child to make up his own recipe—a recipe for himself.

Talk with your child about what makes him special—either in how he looks, acts, or feels. Together, write the recipe down thinking about “how much” of each quality or characteristic there should be. Encourage your child to illustrate the recipe. Here is an example.

A Recipe for Joey

You'll Need: two blue eyes
◆ a big smile with one tooth gone. ◆ a talent for drawing scary monsters ◆ four hugs
◆ lots of freckles

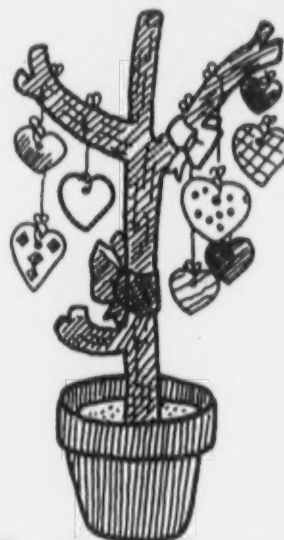
What to Do:

1. Mix the hugs and smiles with the niceness and a little bit of naughtiness.
2. Add blue eyes and freckles.
3. Bake until pink.



Be sure to make a recipe for yourself!

MAKE A FAMILY VALENTINE TREE



Place branch into flower pot or jar filled with sand or marbles

Cut small heart-shaped pieces of paper from leftover art projects, wrapping paper, or holiday cards. Print promises on the hearts such as “Draw a picture for a someone in the family.” “Give someone a hug.” Everyone can agree on the notes at the dinner table. Tie them on the tree with bright ribbons.

Every day during Valentine's Day week, invite everyone in the family to pick a card and read the message—a kind act to perform some time during that day.

If this is fun for the family, continue once a week all year long.

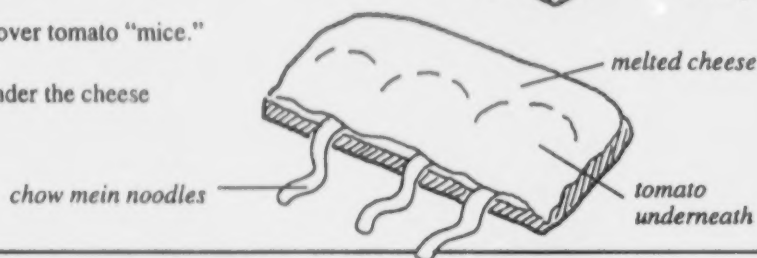
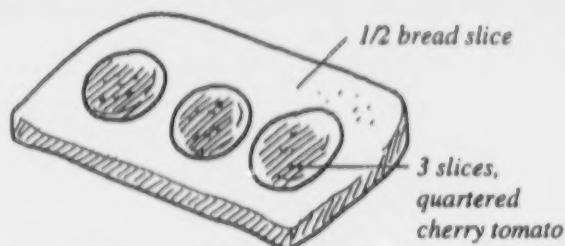
FUN FOODS FOR FEBRUARY

THREE BLIND MICE

You'll Need: 4 half slices of bread ▲ 3 cherry tomatoes
▲ 2 whole slices of American cheese ▲ 9 chow mein
noodles ▲ plastic knife ▲ baking sheet

What to Do:

1. Cut cherry tomatoes into quarters.
2. Place bread half slices on a baking sheet.
3. Arrange 3 quartered tomato slices in a line along each slice of bread.
4. Cut cheese in half and place over tomato "mice."
5. Broil 1-3 minutes.
6. Insert a chow mein noodle under the cheese for each mouse "tail."

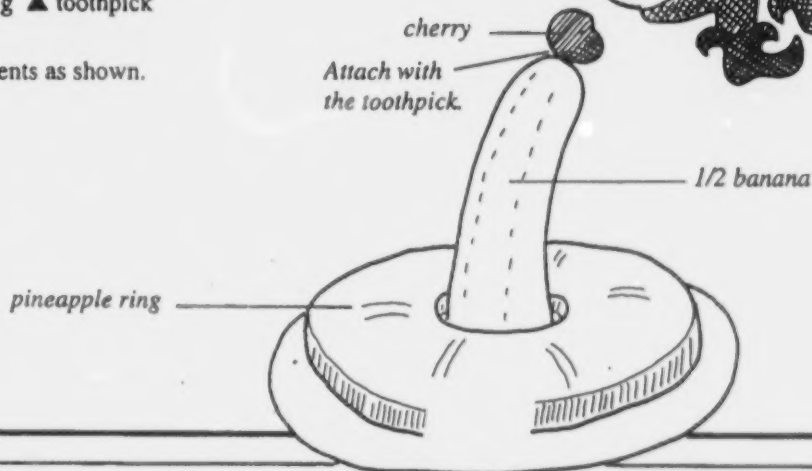


JACK BE NIMBLE CANDLESTICK

You'll Need: 1 cherry ▲ 1/2 banana
▲ 1 pineapple ring ▲ toothpick

What to Do:

Assemble ingredients as shown.



Muskingum College

New Concord, Ohio

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With fifteen different one-week intensive seminars, (five different seminars per week) "ECSTI-2000" features some of the most distinguished international and national experts. All seminars are designed for public, parochial or private schools, child care center or family day care teachers, parents, administrators, Head Start, both graduate and undergraduate students and other education professionals. Each seminar counts for 3 semester hours of Graduate, or Under Graduate credit, or they can be attended for information only. Seminars can also be counted toward specific credential requirements. Participants can attend one seminar per week.

WEEK 1: JUNE 11-16, 2000

JUDITH COLBERT "How to Use Brain Research to Influence Curriculum"
KAY ALBRECHT "The Art of Leadership: Managing Early Childhood Organizations"
YETTA GOODMAN & WENDY GOODMAN "Reading Assessment and Intervention"
JUDY VAN VOORHIS "Technology Applications in Educational Administration"
LINDA MORROW "Serving Individuals with Disabilities"

WEEK 2: JUNE 18-23, 2000

KEVIN SWICK "Techniques for the Prevention and Management of Discipline Problems"
JOHN NEISWORTH "Assessment for Early Intervention"
STEVEN HERB & SARA WILLOUGHBY - HERB "Enhancing Language and Literacy Development"
JAMES MCAFEE "Parent and Community Development for Successful Transitions"
RICHARD MURRAY "Planning Elementary and Secondary School Finance"

WEEK 3: JUNE 25-30, 2000

THERESA BOLOGNA "Young Children with Special Needs"
ROBIN CAMPBELL "Phonics and the Reading Process"
WALTER DREW "Self Expressive Hands-On Creative Art Activities"
VICKI WILSON & KAY MILLER "Curriculum and Instruction of the Talented and Gifted"
DAVID BURCHFIELD "Community Relations and Building Consensus"

COSTS PER WEEK:

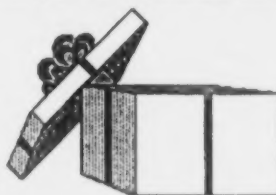
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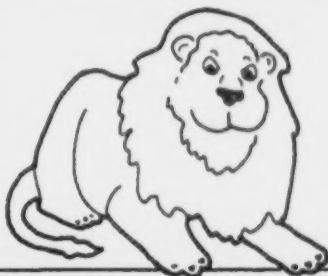
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For People Who Care for Young Children

A STORY FOR MARCH

People often say that March comes in like a lion and goes out like a lamb. They are referring to the changeable weather this month. Talk about this saying with your children. How does a lion act? What kind of weather do you think of when you think of lions? Calm, warm weather? Fierce storms? What kind of weather reminds you of a lamb?

Keep a chart of the weather this month and see if it changes over time. Was the weather at the beginning of the month the same or different than the weather at the end of the month?

Now share this charming original story about a lion and a lamb by Mary Beth Spann Minucci with your children. If you do a Letter of the Week in your program, this is an excellent story to tell when you are exploring the letter, L.

You can use the illustrations in this newsletter as patterns for felt pieces. Draw features and details on felt with permanent markers.

You could also trace the patterns or make photocopies. Cut them out, color them, and back them with felt scraps.

Another idea is to attach magnetic tape to the back of the pieces. Then you can tell the story on a cookie sheet or the refrigerator. Using a cookie sheet makes outside storytelling much easier.

THE LION AND THE LAMB

Once upon a time, a lamb wandered away from her flock and was lost. By and by, she wandered near a cave. Now, in the cave lived a fierce and horrible lion. When he saw the tired, hungry lamb enter his cave, the lion said in a sweet voice, "Come here, little lamb, I will not hurt you. I want to help you."

The lamb was usually afraid of lions; but this lion seemed so friendly that she decided to trust him. She walked a bit farther into the cave.

"Come, help me finish my delicious supper," offered the lion. "Then you can rest on this bed of leaves."

The lamb felt a little nervous, but she walked over to the lion and began to share his juicy meal. When she was full, the lamb lay down next to the lion and fell asleep.

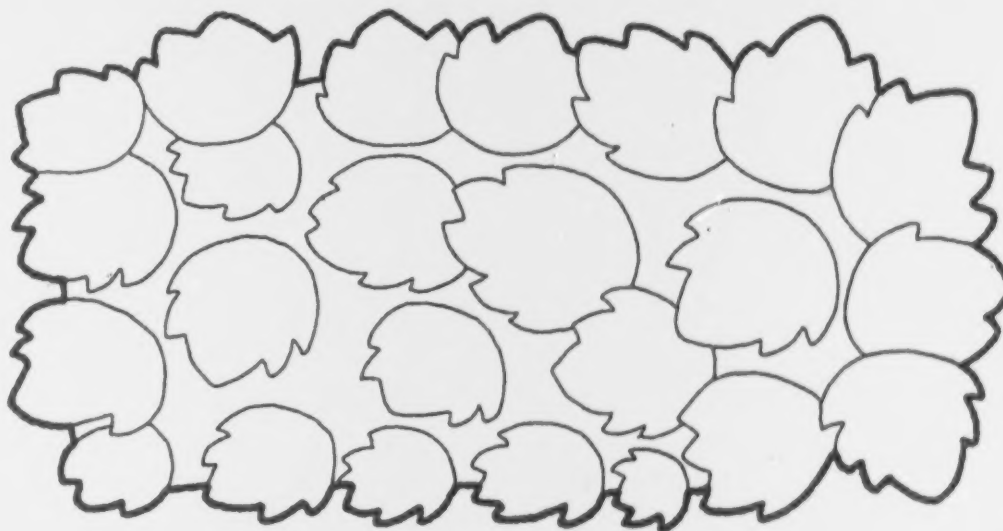
Now the lion was not to be trusted. He planned on feeding the lamb plenty of food so that she would grow plump and fat; and then he was going to eat her up.

Everyday, the lamb grew fatter. She was so grateful to the lion that she did him lovely favors. She mailed his letters; she made him lemonade; and she gathered extra leaves for his bed. Day by day, the lion and the lamb lived quite nicely together. Soon, the lion knew that the lamb was fat enough to eat. He built a fire from long logs and, when the flames were high and hot, he called the lamb to come over. "Look at my log fire, Lamb," he said. "Put your leg over it and see if it is hot enough to cook dinner on?"

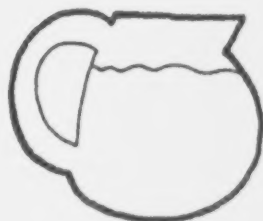
The lamb stood next to the fire and held her little leg over the flames. The lion stood behind her ready to push her in. One, two, three. The lion took a deep breath, closed his eyes, and realized that he couldn't kill the lamb. He knew that if he ate her, his tummy would be full, but his heart would be empty. After that day, the lion and the lamb became better friends than ever. The lamb was never again lonely or lost, and the lion's heart was forever full.

QUESTIONS TO EXPLORE

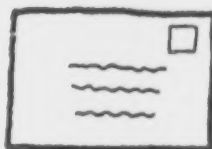
- ◆ How do you think the lamb got lost?
- ◆ Why do you think the lamb trusted the lion? Would you have trusted the lion?
- ◆ What was the lion's plan for the lamb? What did he do to help make the lamb taste delicious?
- ◆ Did the lion eat the lamb? Why not?
- ◆ How did the lion change in the story? Was he nicer at the beginning or the end? Would you rather be the lion or the lamb?



leaf bed—green felt



lemonade—
yellow felt

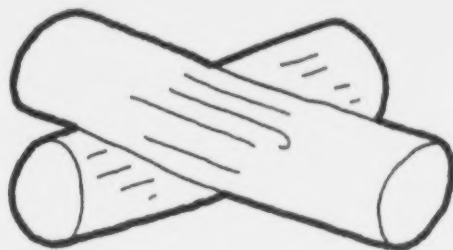


letter—
white felt



leaf—
green felt

logs for fire—
brown felt



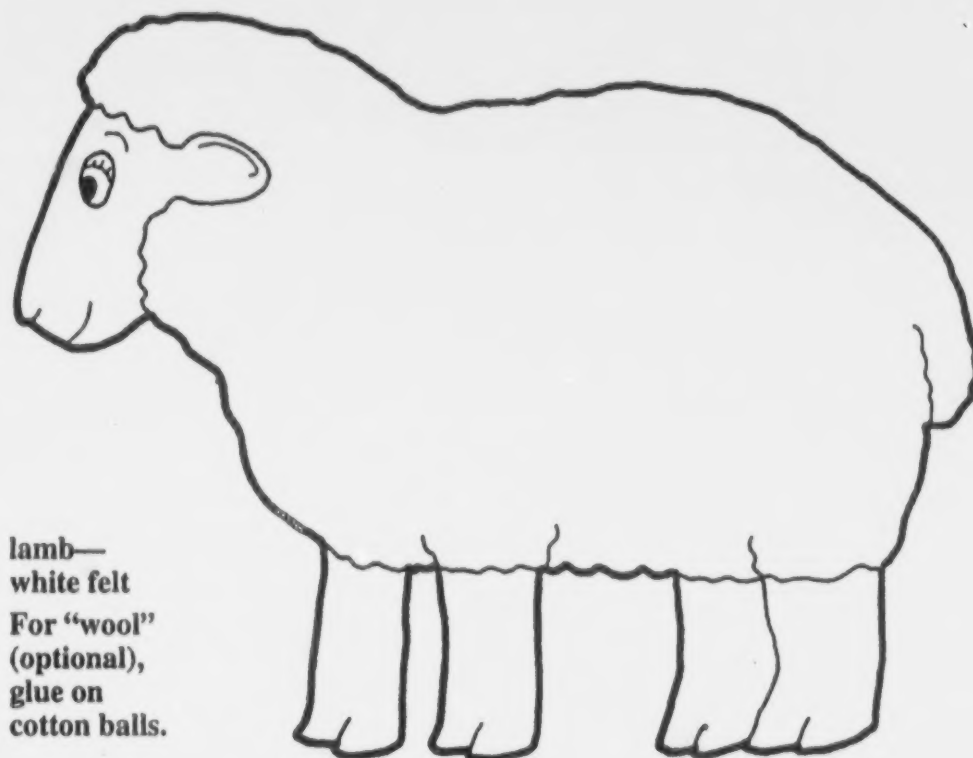
lion—
tan felt

For "mane,"
color in dark brown or
glue on pieces of yarn.



from *Alphastories* by Mary Beth Spann Minucci (First Teacher Press)

KAREN SMITH
ERIC/EECE UNIV OF IL
SI GREY DR
CHAMPAIGN IL 61820



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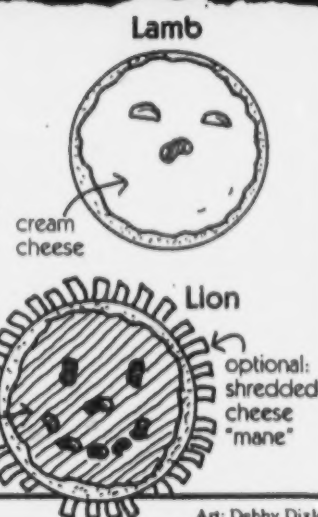
lamb—
white felt
For "wool"
(optional),
glue on
cotton balls.

FOLLOW-UP ACTIVITIES

◆ **Lion and Lamb Snacks** Use round crackers or party breads for faces. Have children spread them with cream cheese for the lamb, and peanut butter for the lion. Facial features may be added with raisins or nuts.

◆ **Play Lion, Lion, Lamb** Invite children to sit in a circle. Choose one child to be the lamb. She walks around the circle tapping children on head while repeating, "Lamb—lamb—lamb," until she says, "Lion." The chosen lion then chases the lamb around the circle to her safe home spot. If the lion doesn't catch the lamb, he becomes the next lamb.

◆ **Get Lost** Role play with children possible situations where they could find themselves lost. Offer safe solutions and positive choices they can make when faced with this scary dilemma.



Ideas: Mary Beth Spann Minucci

Art: Debby Dixler

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For People Who Care for Young Children

BAKING BREAD

Baking bread is an amazing learning experience for young children. It appeals to all of their senses, gets them following directions, invites them to use their muscles as they knead the dough, and teaches them science concepts as they see the transformation of foods as you add yeast and later heat. Last, but not least, the product at the end tastes yummy!

Start your bread-baking experience by reading or telling children the story of the Little Red Hen. This is a wonderful story for two reasons. First, it shows children the steps one would go through to make bread if you really started from scratch (growing the wheat to make the flour). And second, it is a very interesting tale of friendship and cooperation that children will be able to relate to.

Share the story, but stop before you get to the ending—just when the hen has taken the warm bread from the oven and the three “friends” have volunteered to help the hen eat her bread. Invite children to tell you what they think the hen should do.

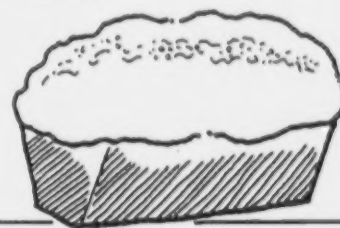
Then make some bread with your group—**EVERYONE HELPS**—and enjoy it together!

QUICK HEALTHY BREAD

You'll Need: 2 1/2 cups white flour ▲ 3 Tbsp. oil ▲ 4 cups whole wheat flour ▲ 3 Tbsp. yeast ▲ 3 cups warm water ▲ 1 cup powdered milk ▲ 1/3 cup honey or molasses ▲ 1 Tbsp. salt

What to Do:

1. Let children help measure and mix water, yeast, honey, and oil in a bowl.
2. Have children take turns adding half the total amount of flours to the liquid and mixing.
3. Add remaining ingredients and mix well.
4. Let dough rise in a warm place for 15 minutes.
5. After rising, give children chunks of dough and let them knead these on a floured surface for 10 minutes.
6. Divide the dough in half. Place in two greased bread pans.
7. Let dough rise 15 minutes longer in a warm place.
8. Bake in 375° F oven for 20-30 minutes.

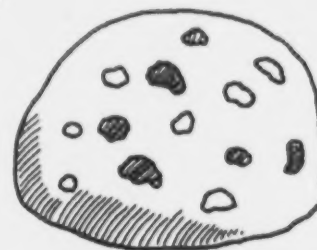


IRISH SODA BREAD

You'll Need: 4 cups flour ▲ 1 teaspoon baking soda ▲ 1/2 teaspoon salt ▲ 1 cup raisins ▲ 1/2 cup buttermilk (or milk with 2 teaspoons vinegar stirred in)

What to Do:

1. Let children take turns mixing dry ingredients together.
2. Pour in milk and stir.
3. Turn out onto a floured surface. (Put two squares of waxed paper in front of each child.) Knead for a few minutes. Put all balls back together in a circle, on a greased pie tin.
4. Bake at 350° F for 40-45 minutes. This is a heavy bread and is best eaten warm.



BREAD SHAPES

BRONTOSAURUS BREAD

Begin with a long, fat shape, narrow at each end. Add short, stumpy legs, and tiny balls of dough for eyes. Add a little green food coloring to the egg yolk and water glaze. Position diagonally on a cookie sheet (to fit), then bake.



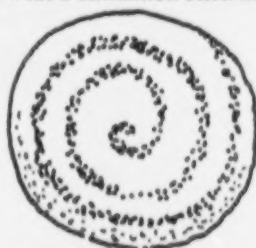
TEDDY BEAR BREAD

Shape dough into a bear, bunny, or any animal you wish. Trim with raisins. Glaze with a mixture of egg yolk and water, beaten lightly, before baking.



ELEPHANT EARS

Have each child flatten her dough, spread it with melted butter or margarine and sprinkle with a cinnamon/sugar mixture. Then show children how to roll the dough jelly-roll fashion and pound it as flat as possible with their fists. Bake and serve with warm apple juice heated with a cinnamon stick and a few cloves.



ALPHABET AND NUMBER PRETZELS

Children love to roll out snakes. Snakes can be shaped into children's initials or the number of their age. Sprinkle with onion and garlic salt, and bake until brown and crisp.



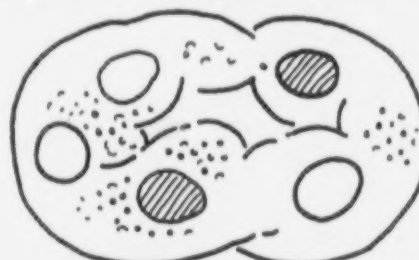
ST. PATRICK'S DAY BREAD

Take one third of dough and knead in green food coloring. Divide the rest of the dough into three large balls and one small ball. Press some green dough on each ball. Twist or press doughs together. Do not mix heavily. Shape balls into shamrock on greased baking sheet. Bake.



EASTER BREAD

Shape dough into three balls. Roll each out into a long snake. Braid the three snakes. Shape the braid into a circle. Place Easter Eggs dyed with vegetable dyes in the braid. Bake in oven for 35-45 minutes. Cool. Glaze with confectioner's sugar and milk mixture.



CELEBRATION BREAD

You'll Need: 2 packages yeast ♦ 3/4 cup warm water (115°F) ♦ 2 Tbsp. sugar or honey
♦ 4 1/2— 5 1/2 cups flour (white or mixed with a little whole wheat) ♦ 1 1/4 cups buttermilk
♦ 4 Tbsp. margarine ♦ 2 tsp. baking powder ♦ 2 tsp. salt ♦ bowls ♦ mixing spoons ♦ waxed paper
♦ cookie sheet OR 2 loaf pans

BASIC RECIPE

What to Do:

1. Combine yeast and warm water. Set aside for 3 minutes.
2. In a bowl, combine 4 1/2 cups flour, sugar, salt, baking powder, and margarine. Mix well.
3. Add yeast mixture to bowl.
4. Slowly add buttermilk and stir well. Dough should be soft but not sticky.
5. Knead 8 minutes.
6. Grease a cookie sheet or 2 loaf pans. Place dough in pans or shape.
7. Grease a large piece of waxed paper and cover dough. Let rise in a warm place for 45 minutes.
8. Remove waxed paper and place dough in preheated 400° F oven for 20-40 minutes.
(20 minutes for small-shaped loaves; 35-40 minutes for pan loaves)



from *Concept Cookery* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE



- 📖 *Electric Bread: A Bread Machine Activity Book for Kids* by John D. McJay (ed) (Innovative Cooking Enterprises)
- 📖 *Everybody Bakes Bread* by Norah Dooley (Lerner)
- 📖 *This Is the Bread I Baked for Ned* by Crescent Dragonwagon (Simon and Schuster Children's)
- 📖 *Tony's Bread* by Tomie de Paola (Putnam)
- 📖 *Bread Bread Bread* by Ann Morris (William Morrow)
- 📖 *Let's Find Out about Bread* by Olive Burt (Watts)
- 📖 *When Batistine Made Bread* by Treska Lindsey (MacMillan)

HELPFUL HINTS: Cooking with Kids



▲ Make a poster with cartoon-like pictures and magazine cutouts showing children washing hands, stirring, cleaning work areas after cooking, and enjoying a "quiet" snack. These visual reminders help children remember basic cooking rules.

▲ Print favorite recipes on posters with measurements and pictures. Math concepts are reinforced. Older children can read the recipes themselves with the help of pictures.

▲ Taking turns is easier, when those waiting can watch, and the cook of the moment wears the Magic Chef's Hat. The hat can be as simple as a brown paper sack with a brim folded up, and fitted by stapling a few tucks, or made with a band, (about five inches, doubled with pellon in the center) stitched to a gathered circle that is a little larger than a plate. Make the band long enough to fit little heads snugly, and let the top poof down. You can also make the hats from a piece of an old sheet. It makes your little cooks look quite professional.



Ideas: Jeannine Perez, Kathy Faggella

Art: Debby Dixler

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For People Who Care for Young Children

MAGICAL COLORS IN THE SKY



It's St. Patrick's

Day this week so you and your children will probably be looking for that pot of gold at the end of the rainbow. But any time of the year, rainbows are magical to young children. When they learn about rainbows, children explore the natural world as well as develop their own creativity.

Rays of sunlight are a combination of blue, green, yellow, orange, and red. Each color has a certain range of wavelengths. When the ray passes through water (raindrops in the sky), it is bent and you can see the individual colors.

Create a rainbow inside by placing a deep bowl filled with water on a table in the sunlight. Place a mirror in the water so that it is leaning on the side of the bowl with the sun's rays reflecting off of it, through the water, and onto a plain wall to create a rainbow.

You can also tape or hang glass beads, beveled glass from an old chandelier, or a prism (available in nature stores) in a sunny window. Whenever the sun shines directly through the window, your room will be filled with rainbows.

If the weather is warm enough to make a rainbow outdoors, take a hose and make a fine spray of water in bright sunshine. Have children stand with their backs to the sun to watch the rainbow.



Sing this song as children draw their own rainbows.

(Tune: "Are You Sleeping?")

*Red and yellow,
Red and yellow,
Green and blue, green and blue.
Purple, orange stripes,
Purple, orange stripes,
Rainbows for me,
Rainbows for you!*

Help children name and remember the seven colors of the rainbow with this song. As they sing, invite them to count the colors on their fingers.

(Tune: "Mary Had a Little Lamb")

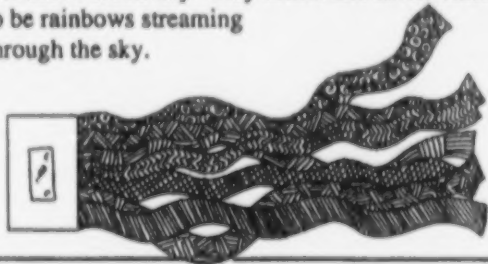
*A rainbow has seven colors you know,
Colors you know, colors you know.
A rainbow has seven colors you know—
Let us name them now.
There's red and orange and yellow you know,
Yellow you know, yellow you know.
Green, blue, violet, and indigo
Seven colors in all, you know.*





RAINBOW STREAMERS:

Cut 2 X 25 inch lengths of crepe paper in rainbow colors. Invite children to choose seven streamers, one in each color. Staple the streamers together, then place the stapled end inside a folded 3 X 5 index card. Staple through the card and the streamers. Cover the staples with tape. The card makes it easier for children to hold the multicolored streamers and move creatively. Play music and invite children to be rainbows streaming through the sky.

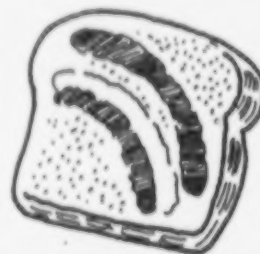


RAINBOW TOAST

You'll Need: sliced bread ♦ milk ♦ food coloring
♦ 7 paper cups ♦ toaster or toaster oven ♦ paintbrushes

What to Do:

1. Help your children fill each cup 1/3 full with milk.
2. Add a few drops of food coloring to each cup to create rainbow colors.
3. Invite your children to paint designs on the bread with the "milk paint." Older children can paint rainbows.
4. Toast the bread.
The heat will cause the colors to become very vibrant.
5. Admire the designs.
Eat and enjoy!



CHUNKY RAINBOW CRAYON

Don't throw out those old broken crayons! You can make big chunky crayons that are perfect for little fingers.

You'll Need: old, broken crayons ♦ cupcake liners ♦ muffin tins ♦ paper

What to Do:

1. Let children help you collect, unwrap, and then break up old crayons into one-inch pieces.
2. Let them place liners in muffin tins.
3. Then let them put crayon bits into the lined tins.
4. Bake in a slow oven, watching carefully, and remove when crayons begin to sag and melt together.
5. Let cool and harden.



RAINBOW PRISM

You'll Need: colored tissue paper in rainbow colors ♦ clear plastic lid
♦ glue ♦ water ♦ hole punch
♦ string, yarn, or ribbon

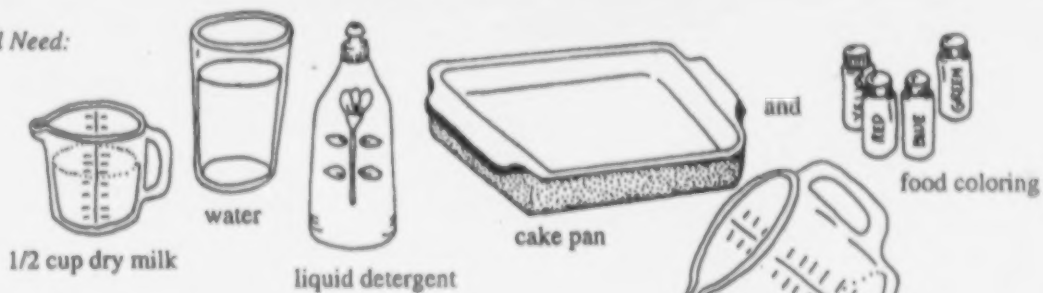
What to Do:

1. Invite children to tear colored tissue paper into small pieces.
2. Have them overlap scraps to cover the plastic lid. Older children can try to create rainbow designs using all seven colors of the rainbow.
3. Show children how to brush the colorful montage with a mixture of glue and water. Let dry.
4. Punch a hole in one side and hang in a sunny window.
Watch rainbows appear on the walls and floor.



RAINBOW MAGIC

You'll Need:



What to Do:

1. Put 1/2 cup dry milk into cake pan. Be sure to cover bottom of pan.
2. Pour water in until pan is 1/2 full, being careful not to mix the water and the dry milk.
3. Place rainbow shades of food coloring on the water.
4. Ask: "What would happen if we added liquid detergent?"
Add a drop of soap and let the colors explode!



Taken from *Explore and Experiment*
by Jeannine Perez (First Teacher Press)

BOOK CORNER:

IN THE



- 📖 *The Very Little Leprechaun Book* by Yvonne Carroll (Pelican)
- 📖 *The Gold at the End of the Rainbow* by Wolfram Hanel (North-South Books)
- 📖 *St. Patrick's Day in the Morning* by Eve Bunting (Houghton Mifflin)
- 📖 *Skyfire* by Frank Asch (Simon and Schuster Childrens)
- 📖 *A Rainbow of My Own* by Don Freeman (Penguin Putman Books for Young Readers)
- 📖 *Purple Is Part of a Rainbow* by Carolyn Kwalczyk (Grolier)

ST. PATRICK'S DAY STORYTELLING FUN

Use exciting story times to increase your children's listening skills. Ask a child to retell a story or ask open-ended questions about a story or book. Encourage children to become storytellers by finishing new stories or creating new endings for familiar tales.

▲ **Begin a round-the-circle leprechaun story.** Use a beanbag you've made from green material and filled with pebbles or sand as a prop for this story. Simply cut out two round shapes and stitch partly around. Loosely fill and stitch tightly. If you like, turn the beanbag into a face by gluing on felt features.

Begin a simple story by saying something such as, "Once upon a time there was a leprechaun. He lived in a ..." Toss the beanbag to a child. He finishes that sentence, then starts another and tosses the beanbag to another child. This activity takes practice, but children love it and can weave some wonderful stories. You may want to tape record some of the stories!

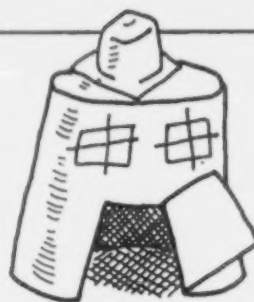
▲ **Write a group story.** At the top of chart or poster paper, write IF I WERE GREEN, I WOULD BE:" Begin like this, "If I were green, I'd be a head of cabbage. What would you be? Would you be a frog, or a tree, or a green bean?" Write children's ideas on the chart and then help them illustrate it.



Ideas: Jeannine Perez

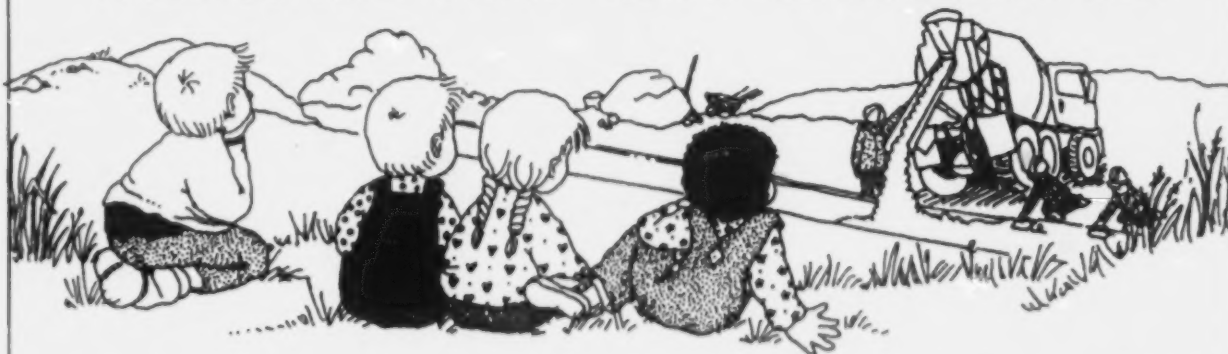
Art: Catherine Minor, Nina Woldin, Debby Dixler

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For People Who Care for Young Children

WALK OF THE WEEK: Visit a Construction Site



Children love seeing how things work and how they are made. Help them realize that a building, be it a garage, house, or grocery store, starts as a drawing on paper and is completed, step by step, by many different people. If you have a parent or friend who is in the construction business, invite him to visit with your children and share his work.

If possible, visit a construction site itself. Visit the site alone first and make sure that children will be completely safe when they visit. Have enough responsible adults along with you to watch children carefully as they explore.

If children visit the site several times as the structure is being built, they can actually experience the exciting process. When they walk on a cement slab and pretend that it is a completed kitchen or living room, they are developing their imagination. Later, once the framework is up, children can walk through walls like ghosts, imagine

where a closet will be, or stand where the bathtub will eventually go.

Help children keep track of how many specialists are involved in the job. What does the electrician do? The plumber? The plasterer? Who else is involved in the construction? Explain to children what finish carpenters, painters, and interior decorators do.

Take pictures during the various stages of the building process. A videotape is also an exciting way to record each step of construction.

Once children have some understanding of how structures are built, take them on a walking tour of your neighborhood. Talk about the different types of structures they see. Ask children how churches and temples are different from houses, for example. Do they think an electrician and a plumber were needed to help build both types of buildings?

The construction process involves more than just sawing

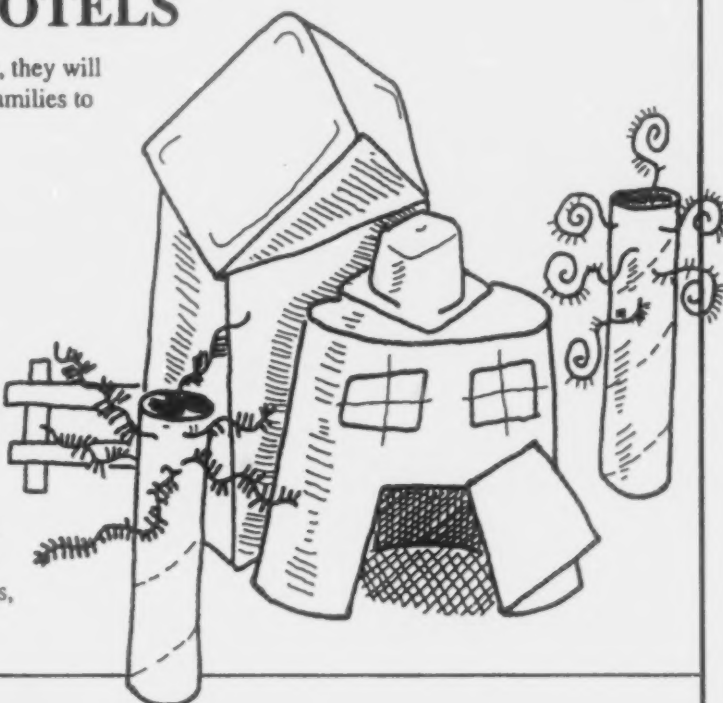
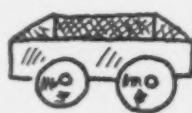
wood and hammering nails. To help children see the many decisions that must be made, borrow several roofing and siding samples. Have children examine these samples as well as carpet, paint, and tile samples and choose the ones they like best. Collect several different-sized nails. Ask children, "Which nails are used for heavy-duty jobs? Which are used for smaller projects?"

In most neighborhoods, structures are built with wood, steel, cement, and bricks. Take a look at different types of housing around the world. Native American teepees, hogans, wickiups, and adobe pueblos are made of easily found natural resources. An English Tudor house is made of thatched roofing and timbers held together with simple mud plaster. The tent of the Mongol nomad, like the shell of the hermit crab, is quickly moved, changed, or improved upon. Look *In the Book Corner* on page 4 to find some good books to share with your children about housing around the world..

HUTS, HOMES, & HOTELS

1. Once children have seen how a structure is built, they will want to create their own buildings. Encourage families to save and bring in the following materials.

taped bottle caps
clean plastic tubs and lids
meat trays
egg cartons
packing materials
cardboard
wood scraps with smooth edges
small to medium boxes
cardboard tubes
pipe cleaners
craft or popsicle sticks



2. Give children a good work space, scissors, glue and tape. Then let them go to work. Children can create houses, apartment and office buildings, stores, factories, and the like.

FLOOR CITY

1. Once buildings are finished, you can create a floor or table village, town, or city with your children. Depending on how many buildings and available space you have, cut butcher paper to size in one or two large pieces. Tape them to the floor or table. Brainstorm with children where buildings should be placed. It usually works best to place them around the outside of three sides so that children can easily get into their city to play.

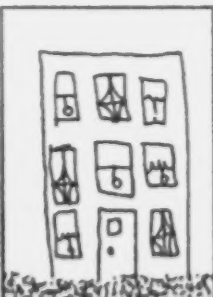
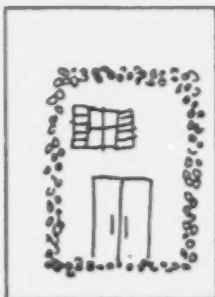
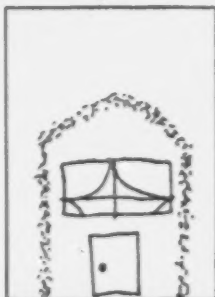
2. After placing the buildings, children can color in streets, parks, playgrounds, grassy yards for the homes, ponds, rivers, and so on.

3. Create a **two-dimensional buildings poster** as a background for the city. Mount on a wall or bulletin board.

You'll Need: large piece of paper or posterboard ♦ small paintbrushes ♦ glue ♦ birdseed, sand, coffee grounds ♦ crayons or markers

What to Do:

1. Help children draw outlines of shops, schools, homes, and other buildings on paper or posterboard.
2. Paint the outlines with glue.
3. While the glue is still sticky, sprinkle on sand or coffee grounds.
4. When glue is dry, invite children to add details—shutters, porches, windows, doors—and color buildings with markers or crayons.



SKYSCRAPER

This prop helps children with counting and positional word skills as well as inspiring lots of pretend play.

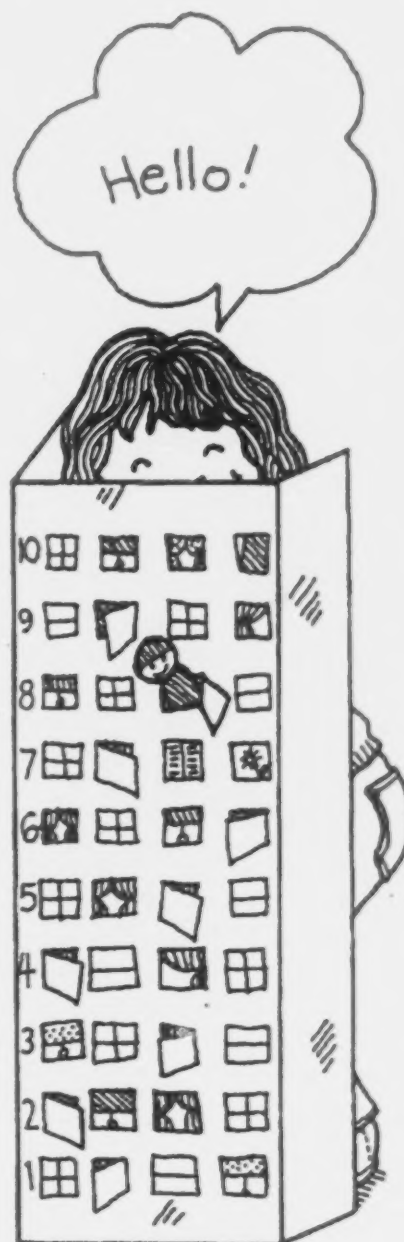
You'll Need: ruler ♦ pencil ♦ craft knife (ADULT USE ONLY) ♦ finger puppets or small figures ♦ a tall piece of posterboard (20 X 22 inches)

What to Do:

1. Use the ruler and pencil to make marks at 7" and 15" across the 22" length. Repeat the same markings about 12" down. Lightly draw vertical lines connecting the markings. Fold back the left and right sides of this posterboard so that the front piece is 8" wide and 20" long.
2. Use the ruler and pencil to mark 10 "floors" up and down on the front part (8") of the posterboard. Each floor will be about 2" tall. Label each floor with 1, 2, 3, 4, and so on to 10, starting on the bottom floor. Mark across the posterboard so each floor will have 4 spaces, each 2" wide.
3. Each of these spaces will form a box which represents 1 apartment window. Children may draw in interesting windows within each space. Choose 10 windows, 1 on each floor, which will open and shut.
4. Using the craft knife, cut 3 sides of the window, leaving the fourth side intact so it can swing open. (You may wish to lightly score the fourth side so the fold will be neater.)

How to Use:

- ▲ Use puppets and the skyscraper to teach concepts such as: in front of, behind, next to, outside, and on top of.
- ▲ Have children take turns standing behind the "skyscraper" to play a guessing game. The child behind the skyscraper places a finger puppet on one hand and positions it behind one of the windows that opens. The child then asks someone to guess which window the puppet is behind. The child can respond with something like, "I think the puppet is behind the window on the 10th floor (or floor 10)" and at the same time, point to it. If the child is correct in her guess, the puppet behind the skyscraper will pop out and say, "HELLO!"



Taken from First Teacher Magazine (Idea by Kathy Faggella)

BOOK CORNER:

IN THE



- 🏠 *Mr Bumba's New Home* by Pearl Augusta Harwood (Lerner)
- 🏠 *The Village of Round and Square Houses* by Ann Grifalconi (Little Brown)
- 🏠 *The House That Biff Built* by Janet Campbell (Sesame Street/Golden Press)
- 🏠 *The Little House* by Virginia Lee Burton (Houghton Mifflin)
- 🏠 *Tonka Building the Skyscraper* by Justine Korman (Scholastic)
- 🏠 *Building a House* by Byron Marton (William Morrow)
- 🏠 *Machines At Work* by Byron Barton (HarperCollins)
- 🏠 *Building* by Elisha Cooper (Greenwillow)
- 🏠 *The Busy Building Book* by Sue Tarsky (Putnam)
- 🏠 *A Busy Day at the Building Site* by Philippe Dupasquier (Candlewick Press)

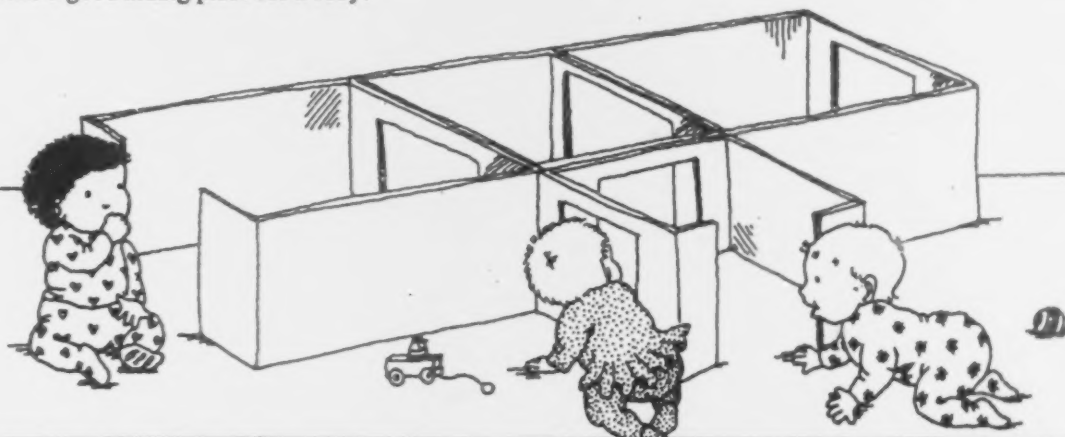
INFANT CARE: Babies Hide and Peek

Peek-a-Boo is one of a baby's first and favorite games. Through Peek-a-Boo, a baby can explore the concept that objects and people exist even when they are out of sight. If you set up an environment where babies can safely hide and peek, your youngest children will have fun, make connections with others, and learn important things about their world.

You'll Need: large cardboard boxes with "windows" cut in the sides ♦ pieces of lightweight fabric (12 by 12 inches) ♦ snap-together plastic wall blocks with holes in sides ♦ shelves turned over on their sides

What to Do:

1. Using a cardboard box, shelves, or plastic blocks, arrange pathways in the room for babies to crawl through and around.
2. Make little nooks and crannies where babies can hide.
3. Watch how babies use the hiding places, and change them to provide more of the kinds of spaces in which babies are most interested and comfortable.
4. Think of other ways of making places for babies to crawl behind. They don't have to be very large to make a good hiding place for a baby!



Ideas: Denise Nelson, Kathy Faggella

Art: Catherine Minor, Nina Woldin

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For People Who Care for Young Children

CRAYONS AND MORE

Drawing is one way children of all ages often choose to communicate their ideas and feelings. That is why you should have a place where children can always draw when they wish to.

This area should be organized so that materials are kept neat (fresh, clean art materials are always more inviting) and are replaced or added to when necessary. The best materials to have on hand are crayons (some kept sharpened and others as stubs without paper wrappers) and water soluble markers. Newsprint should be available at all times.

Occasionally, your drawing area should feature a special medium, such as colored chalk or colored pencils. Some drawing materials, such as stick pens and fabric crayons should be used only with an adult present.

Make a chart, with children's help, that shows the various crayoning techniques. Block off three sections of a large piece of paper or posterboard and illustrate one of the following in each:

- ◆ crayon resist
- ◆ crayon etching
- ◆ rubbings

Make sketches that show the step-by-step directions for each technique and show samples of children's work. Post this chart in your drawing area so that children

can be reminded of different ways to use everyday crayons.

Invite your children to practice drawing with crayons in many ways.

- ◆ Use them on their sides.
- ◆ Cut notches into the sides with a craft knife to make stripes.
- ◆ Bind several together with an elastic band to make multicolored lines.

◆ Show children how to draw by pressing hard for a strong, solid color or softly for a paler, more translucent color.

◆ Draw with crayon on a paper, pressing very hard, and then place another sheet of paper over the drawing. Iron for a twin print.

◆ Blend one color over another to see what happens. What new color appears?

WALK OF THE WEEK: Drawing Walk

To make children aware of drawing as an art technique, take them outside where they can see and touch stones, soil, green plants, and trees. Invite them to pretend that they are cave people (of long ago) and have no crayons, markers, pencils, or pens, but that they would like to draw. Ask them to look around and find things with which to draw. Encourage them to use tree twigs on soil, branches on wet sand, twigs dipped in mud, stones on stones, twigs on green leaves, and sticks on discarded bark.



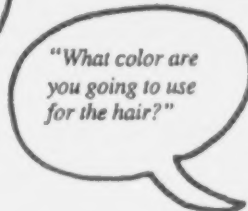
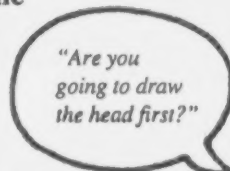
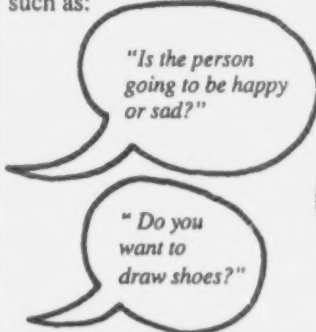
PEOPLE PICTURES

Children choose people as the subject of their first pictures. Most often, they draw themselves and the people who are near and dear to them. Their drawings progress through the stages you'll see on the next page.

You can plan projects that will help children build on the concepts they have already developed—projects that will give children additional knowledge about the human body.

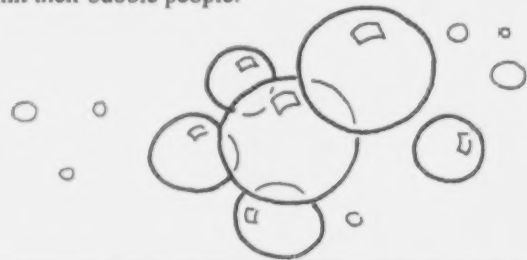
Question and Answer Time

As children are drawing or painting, ask questions such as:



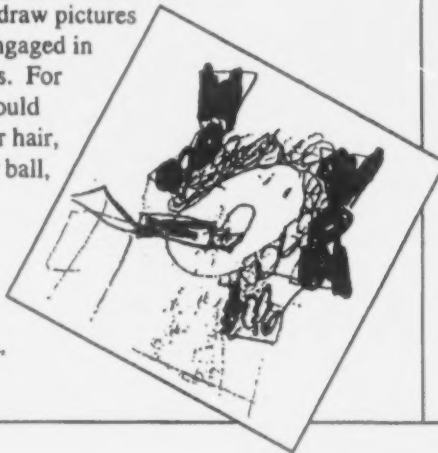
Bubble Bodies

Tell children a story of how bubbles floating in the air stuck together to form people. Then have children use marker to draw bubble bodies. Encourage them to add faces, and then let them use water colors to paint their bubble people.



What's Going On Here?

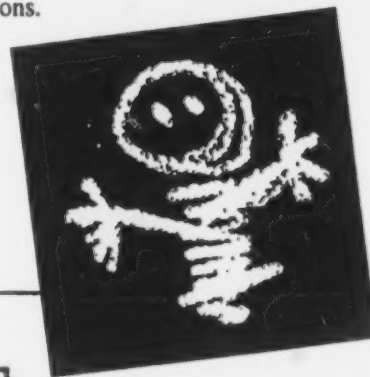
Ask children to draw pictures of themselves engaged in various activities. For example, they could be brushing their hair, kicking a soccer ball, picking apples, or climbing a ladder.



"Drinking cocoa"
Hillary, 6 years

Skeletons

Show children a Halloween skeleton and talk about bones. Let children feel your hip bones; have them feel their ribs; tap them gently on the head. Then have them use white chalk on black paper to draw skeletons.

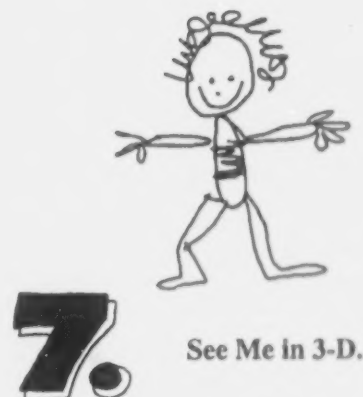
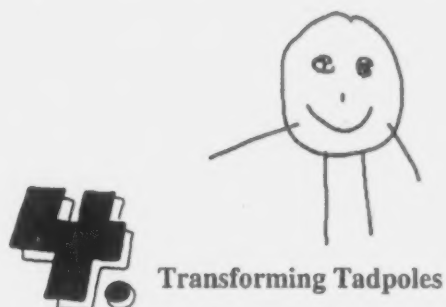
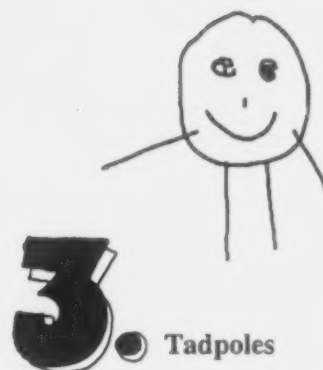
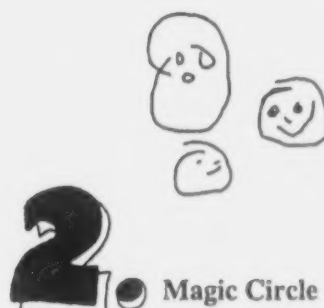
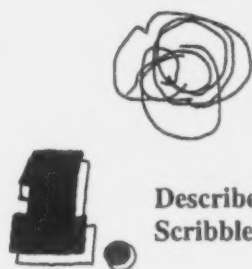


All Dressed Up

Trace a basic body shape on each child's paper. Let children dress their people, adding hair and facial expressions as well as background details.

STAGES...

WITHOUT AGES



Taken from *First Teacher Magazine* (Idea by Ellen Javernick)

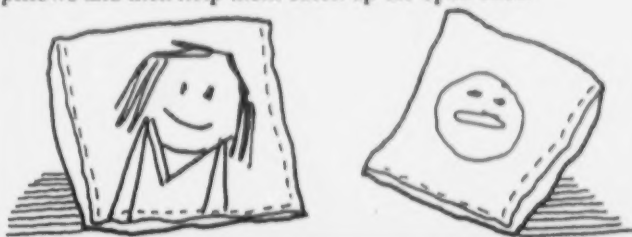
BOOK CORNER:

IN THE

-  **Ed Emberley's Drawing Book**
by Ed Emberley (Little Brown)
-  **I Can Draw it Myself by Me, Myself**
by Dr. Seuss (Random House)
-  **The Berenstain Bears Draw It**
by Stan Berenstain and Jan Berenstain
(Random House)
-  **Draw Me a Star** by Eric Carle
(Putnam and Grosset)
-  **The Art Lesson** by Tommie de Paola (Putnam)

AFTER-SCHOOLER IDEA: Pillow People

This activity encourages children to think of people in three dimensions, a good preparation for work in clay or other modeling. Have children use colored markers to draw their self portraits on a piece of old sheet. Turn drawing face down on another piece of sheet and sew around it on the sewing machine, leaving enough space to push in stuffing. Turn right side out and let children stuff their pillows and then help them stitch up the open ends.



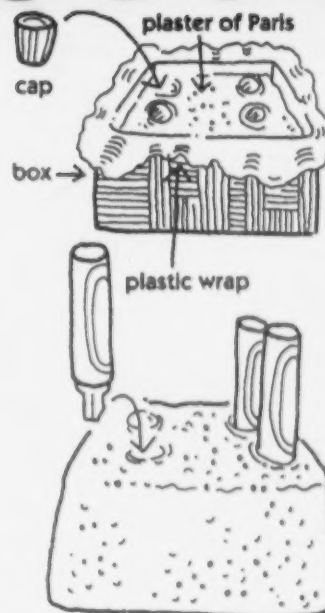
HELPFUL HINTS: Marker Holder

If keeping markers closed with their own tops is a problem, try this solution.

You'll Need: a small, sturdy box about one inch deep ♦ plastic kitchen wrap
♦ Plaster of Paris ♦ water ♦ markers

What to Do:

1. Line the box with plastic wrap and let the edges of the wrap hang over the sides.
2. Make a batch of Plaster of Paris according to the package directions.
3. Pour it into the box so it fills the box about 3/4" up the sides. Continually test the consistency of the Plaster of Paris and wait until it can hold an indentation of your finger without quickly filling in.
4. Press the caps of your set of markers into the plaster-upside down of course, almost to the open rims.
5. Let them dry like that.
6. After about 3/4 of an hour, grasp the overhanging plastic wrap and lift the Plaster of Paris block out of the box. Remove the wrap. Place the markers into the correct caps.



Ideas: Kathy Faggella, Ellen Javernick

Art: Debby Dixler

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PLANS FOR MARCH



Activity	Week of February 28	Week of March 6	Week of March 13	Week of March 20	Week of March 27
Circle Time					
Free Choice Specials					
Learning Centers					
Creative Art Activity					
After- Schoolers					
Prep Work					



BOOKS TO READ

RAINBOWS & LEPRECHAUNS

- 📖 *The Very Little Leprechaun Book* by Yvonne Carroll (Pelican)
- 📖 *A Rainbow of My Own* by Don Freeman (Penguin Putman Books for Young Readers)
- 📖 *Purple Is Part of a Rainbow* by Carolyn Kwalczyk (Grolier)

DRAWING

- 📖 *I Can Draw it Myself by Me, Myself* by Dr. Seuss (Random House)
- 📖 *Draw Me a Star* by Eric Carle (Putnam and Grosset)
- 📖 *The Art Lesson* by Tommie de Paola (Putnam)

BUILDING

- 📖 *Tonka Building the Skyscraper* by Justine Korman (Scholastic)
- 📖 *Building a House* by Byron Barton (William Morrow)
- 📖 *The Busy Building Book* by Sue Tarsky (Putnam)
- 📖 *A Busy Day at the Building Site* by Philippe Dupasquier (Candlewick Press)

BAKING

- 📖 *Everybody Bakes Bread* by Norah Dooley (Lerner)
- 📖 *This Is the Bread I Baked for Ned* by Crescent Dragonwagon (Simon and Schuster Children's)
- 📖 *Tony's Bread* by Tomie de Paola (Putnam)
- 📖 *Bread Bread Bread* by Ann Morris (William Morrow)

RAINBOW MAGIC

Rainbows are magical to young children. When they learn about rainbows, children explore the natural world and develop their own creativity. Rays of sunlight are a combination of blue, green, yellow, orange, and red. Each color has a certain range of wavelengths. When the ray passes through water (raindrops in the sky), it is bent and you can see the individual colors.

Create a rainbow inside by placing a deep bowl filled with water on a table in the sunlight. Place a mirror in the water so that it is leaning on the side of the bowl with the sun's rays reflecting off of it, through the water, and onto a plain wall to create a rainbow.

Tape or hang glass beads, beveled glass from an old chandelier, or a prism (available inexpensively from nature stores) in a sunny window. Whenever the sun shines directly through the window, your room will be filled with rainbows.

If the weather is warm enough to make a rainbow outdoors, take a hose and make a fine spray of water in bright sunshine. Encourage your child to stand with her back to the sun to watch the rainbow.

Help your child name and remember the seven colors of the rainbow with this song. As you sing, invite your child to count the colors on his fingers.

(Tune: "Mary Had a Little Lamb")

*A rainbow has seven colors
you know,*

*Colors you know, colors you
know.*

*A rainbow has seven colors
you know—*

Let us name them now.

*There's red and orange and
yellow you know,*

*Yellow you know, yellow you
know.*

*Green, blue, violet, and indigo
Seven colors in all,
you know.*



BREAD RECIPES

CELEBRATION BREAD

You'll Need: 2 packages yeast ♦ 3/4 cup warm water (115° F) ♦ 2 Tbsp. sugar or honey
♦ 4 1/2— 5 1/2 cups flour (white or mixed with a little whole wheat) ♦ 1 1/4 cups buttermilk
♦ 4 Tbsp. margarine ♦ 2 tsp. baking powder ♦ 2 tsp. salt ♦ bowls ♦ mixing spoons
♦ waxed paper ♦ cookie sheet OR 2 loaf pans

What to Do:

1. Combine yeast and warm water. Set aside for 3 minutes.
2. In a bowl, combine 4 1/2 cups flour, sugar, salt, baking powder, and margarine. Mix well.
3. Add yeast mixture to bowl.
4. Slowly add buttermilk and stir well. Dough should be soft, but not sticky.
5. Knead 8 minutes.
6. Grease a cookie sheet or 2 loaf pans. Place dough in pans or make shapes on sheet.
7. Grease a large piece of waxed paper and cover dough. Let rise in a warm place for 45 minutes.
8. Remove waxed paper and place dough in preheated 400° F oven for 20-40 minutes (20 minutes for small-shaped loaves; 35-40 minutes for pan loaves).



QUICK HEALTHY BREAD

You'll Need: 2 1/2 cups white flour ♦ 3 Tbsp. oil
♦ 4 cups whole wheat flour ♦ 3 Tbsp. yeast
♦ 3 cups warm water ♦ 1 cup powdered milk
♦ 1/3 cup honey or molasses ♦ 1 Tbsp. salt

What to Do:

1. Let your child help measure and mix water, yeast, honey, and oil in a bowl.
2. Have her take turns adding half the total amount of flours to the liquid and mixing.
3. Add remaining ingredients and mix well.
4. Let dough rise in a warm place for 15 minutes.
5. After rising, give your child chunks of dough and let her knead these on a floured surface for 10 minutes.
6. Divide the dough in half. Place in two greased bread pans.
7. Let dough rise for 15 minutes longer in a warm place.
8. Bake in 375° F oven for 20-30 minutes.



IRISH SODA BREAD

You'll Need: 4 cups flour ♦ 1 teaspoon baking soda ♦ 1/2 teaspoon salt ♦ 1 cup raisins
♦ 1/2 cup buttermilk (or milk with 2 teaspoons vinegar stirred in) ♦ waxed paper

What to Do:

1. Let your child help mix dry ingredients together.
2. Pour in milk and stir.
3. Turn out onto a floured surface. (Put two squares of waxed paper in front of your child.) Invite him to knead for a few minutes. Then put the dough in a greased pie tin.
4. Bake at 350° F for 40-45 minutes. This is a heavy bread and is best eaten warm.



66





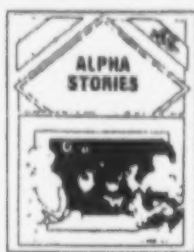
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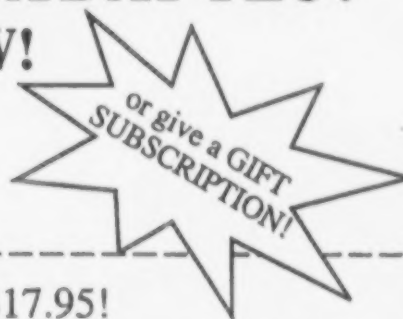
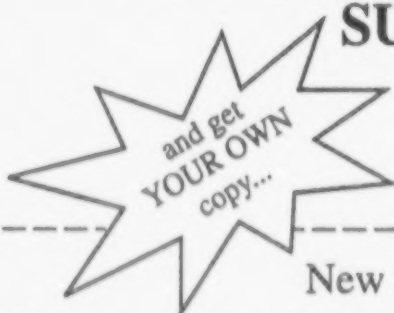
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For People Who Care for Young Children

THEY'VE GOT RHYTHM!



Everything in the universe has a beat and rhythm. Children are amazed when they can hear the beat of their own hearts or the patter of rain. We can also point out the rhythm and balance of the seasons, of plants and animals, night and day. It is easy for children to feel connected to the world when they hear and feel the beat of nature.

Help your children use their bodies to discover and create patterns. Children have fun and feel secure as they recognize rhythms. It is impossible to stay grumpy or sad when fingers are snapping and toes are tapping.

There are four basic parts of rhythm you can use with preschoolers; the beat or pulse, the accent, the tempo, and the pattern.

The following activities and instruments will help you teach children about rhythm.

▲ Start your rhythm session with sounds that are familiar to children. Ask them to jiggle to the music while sitting in a circle. Then ask them to clap, snap, tap, and slap to the music. Use a variety of records; classical pieces, marches, folk songs, and ballads. Ask children how different kinds of music make them feel.

▲ Clap a rhythm and ask children to repeat it after you. Start with a simple beat and make it more complicated as children hear and respond. When it becomes easy for them to imitate rhythms, let children take turns producing rhythms for the group to imitate.

▲ Play a record and ask children to

draw the rhythm of the music on large pieces of paper with thick crayons. They can draw with one hand or use both hands.

▲ Invite children to pretend to be a freight train and parade around the room to the "Choo-Choo" rhythm the engine makes.

▲ Encourage children to use their own bodies as rhythm machines with different parts making different sounds. Then gather children together and let them become one machine, coordinating rhythms, sounds, and movement.

▲ Bounce a large ball to the rhythm of a record or familiar song. Then have children make a large circle and bounce a ball, one to another, all around the circle in rhythm. Also invite them to stamp or clap to the rhythm that the ball is making.

MORE RHYTHM FUN

Rhythm helps children experience movement and create their own rhythmic movements and patterns.

In your activities, change tempos, patterns, intensity, and accents as children become accustomed to listening for the "beat."

▲ Invite children to make fists, and pound out the beat of a song on the floor with both fists. Help them

notice the different sounds they make when they pound on squares of carpet and pillows.

▲ Ask children to lay on their backs and pull their legs to their chests, holding them tightly with both arms. Tell them they are eggs and when they hear music, they can rock back and forth like an egg ready to hatch.

▲ Invite children to march stiffly with arms and legs straight, pretend-

ing that they have iron rods for arms, legs, and backs.

▲ Have children "swim" across the floor to music, using arms and legs to paddle.

▲ Play folk dances and let children move to the rhythm as they clap, turn around, swing arms, and kick legs.

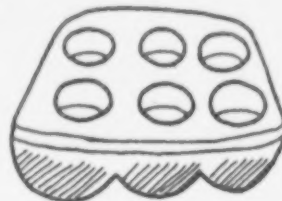
▲ Ask children to listen to the ticking of a clock or timer and imitate the sound with their mouths, feet, and fingers.

MAKE YOUR OWN BAND

Make your own rhythm instruments and give children enough time to experiment with them all.



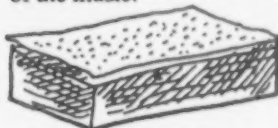
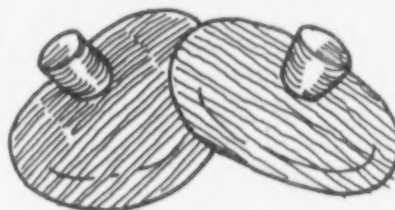
◆ Let children use spoons and muffin tins as percussion instruments.



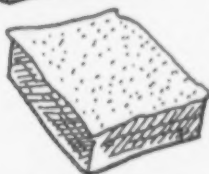
◆ Help children make drums by removing both ends of coffee cans and covering them with plastic lids. Let children bang the drums to the rhythm of the music.



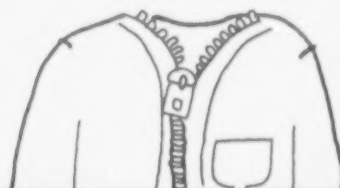
◆ Let children use old pot lids as cymbals.



◆ Glue sandpaper to two wooden blocks and let children rub them together.



◆ Find old zippers that are heavy and let children zip up and down in time to music.



Once you've made your instruments, invite children to form a rhythm band and have a parade. Set aside some time each day for your children to "shake, rattle, and roll!"

S-T-R-E-T-C-H

YOUR IMAGINATION

Use elastic waistband material to make costumes and encourage creative movement.

You'll Need: a package of elastic waistband material (at least 1/2 inch wide) ♦ scarves or chiffon material pieces ♦ crepe paper streamers ♦ tissue paper strips ♦ jingle bells

What to Do:

1. Make a waistband from the elastic—it should be about 2 inches shorter than the child's waist.
2. Make wrist and ankle bands using the same elastic material.
3. Sew jingle bells onto wrist and ankle bands.
4. Put out scarves, streamers, and strips.
Allow each child to make his own costume by tucking material into the waistband.
5. Let children dance to the music—swing and sway!



Other Uses:

Take a long strip of elastic band material (2 yards) and sew ends together securely. Have children make a circle and hold on tightly to the band. Gently, stretch outward, slowly come in. Do it to music or dynamic sounds. For example: stretch out for loud, come in for soft. Make individual bands for child to use for stretching.



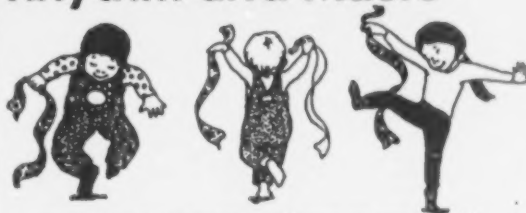
from *First Teacher Magazine* (First Teacher Press)

BOOK CORNER:

IN THE

- 📖 *This Is Rhythm* by Ella Jenkins
(Sing Out Publications)
- 📖 *Thump! Thump! Rat-a-Tat-Tat*
by Gene Baer (HarperCollins)
- 📖 *Zin! Zin! Zin! A Violin*
by Lloyd Moss (Simon & Schuster)
- 📖 *The Philharmonic Gets Dressed*
by Karla Kuskin (HarperCollins)
- 📖 *Meet the Orchestra* by Ann Hayes
(Harcourt Brace)
- 📖 *Music, Music for Everyone*
by Vera Williams (Morrow)

HELPFUL HINTS: Rhythm and Music



Play music to inspire children to move with streamers and scarves. Try *Bolero* (Ravel) and *Nutcracker Suite* (Tchaikovsky). *Rhapsody in Blue* (Gershwin) has tremendous excitement. It has many moods and switches rhythms. Its pitch varies from high to low, its speed from slow to fast, and its volume from soft to loud.

It is natural to use marches with rhythm instruments. Nothing is as rousing as a march by John Philip Sousa. The March and Scherzo from Prokofiev's *The Love of Three Oranges* are excellent. Don't forget the finale from the *William Tell Overture* by Rossini. Everyone will be marching around the room!

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INFANT CARE: Rhythm Babies

Babies and toddlers love exploring musical instruments to see how they can make sounds. With musical instruments, they are learning important first lessons about cause and effect. When they play together, babies can experience connecting with others who also enjoy the same activity. Toddlers enjoy being part of a band, where they play with others, or a parade, when they combine playing with walking or marching.

You'll Need: musical instruments (store bought or homemade, including drums, shakers, tambourines, bells, cymbals, rain sticks, or toy pianos) ♦ tape recordings or CDs of music

What to Do:

1. Place a group of small musical instruments on the floor. Make sure there is at least one for every baby.
2. You might gather a small group of toddlers together who want to play music also. Put out at least two of each type of instrument to use with toddlers and more than enough instruments for each toddler to have one.
3. Name each instrument as babies explore it or as you pass it out to a toddler.
4. Gently play your instrument, creating a simple rhythm.
5. Encourage children to make noise with their instruments.
6. Help them try out different instruments.



Ideas: Jeannine Perez

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

TO DYE FOR

Color is important in all aspects of art. Children learn at a very young age to name the eight basic colors and associate those names with all the shades of these colors. Dyeing is a way to change colors. Here are some tips for using dyeing materials.

▲ Unlike many other art materials, dyeing materials **MUST** be used with the supervision of an **ADULT**.

▲ There should be one area, reachable only by adults, that contains all the materials needed for dyeing.

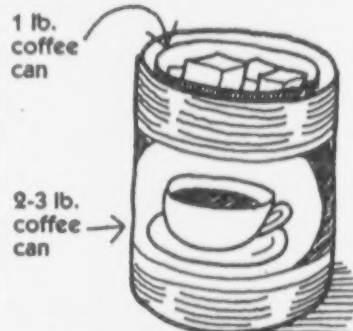
▲ Here are materials that you can keep on hand for dyeing: fabric dye crayons, food colors, bleeding color tissue papers, blocks of paraffin (for batik and candle making).



▲ When using dyeing materials, it is generally recommended that an adult work with only one or two children at a time because materials tend to be wet and/or need heat as part of the process.

▲ Materials that have been dyed, such as sand, marbled papers, tie-dyed papers, and dyed fabrics can be used for other art projects.

▲ Only **ADULTS** should use or be near heat sources (for melting wax, boiling natural materials, or ironing). But children can work safely with melted wax when closely supervised.



▲ When using wax or paraffin for batik and candle making, **ALWAYS** make sure to melt it in a double-boiler type of set-up. (The easiest way is to put chunks of wax into a one-pound coffee can and set that inside a two or three-pound coffee can that has been partially filled with water.) Watch the melting process constantly. Wax needs only to melt and does **NOT** need to be extremely hot.

▲ Constantly be on the lookout for materials that might make useful dyes while on outings and walks (flowers, pods, some nonpoisonous berries, such as the mulberry). Keep them together for future use. (To preserve the berries a few days, crush the juice out of them and add a tiny amount of vinegar to the juice to prevent mold.)



▲ Always model good, safe, sensible behavior for children when using dyeing materials and processes: by using pot holders (rather than dish towels or apron corners), when removing hot pots from the stove; by setting up and organizing a work area with all that is needed before starting to work; by placing hot items (irons, pots) in safe places while working and at clean-up; and by keeping materials and tools clean, safely stored, and ready to use next time.

▲ Remind children that dyeing is an art project and the art materials and tools should never be put near one's mouth (eaten) even if the natural materials being used are foods. If children cannot understand that or have a habit of putting 'fingers in mouth,' do not use dyeing techniques that will cause problems with this.

EXPLORE HOW COLORS CHANGE

▲ Colorful and Yummy

Invite children to watch as you make several flavors of finger gelatin. You might even want to experiment by adding two flavors together and seeing, smelling, and tasting the results.



▲ Colors in Water

To help children become accustomed to changing colors, invite them to experiment with changing clear water into different colors. Place water in several jars. Add primary food colors—red, yellow, and blue—to different jars. Watch the water take on the colors. Now have children pour some of the yellow and a little red into another jar to make an orange color. Do the same with the yellow and blue for green, and the red and blue for violet.



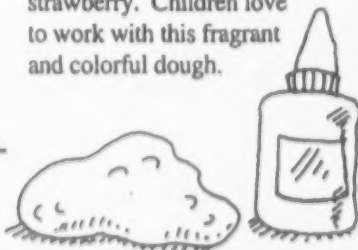
▲ Straw Paintings

Set out small puddles of red, yellow, and blue paint in the center of a piece of white paper. Encourage children to blow through straws over the paint to make it mingle and spread outward. Again, they will watch the primary colors blend into secondary colors (orange, green, and violet) in some spots.



▲ Colored Play Dough

Make play doughs and add food colors and food extracts and flavors. For example, color one part of the play dough yellow and add some lemon extract or orange with orange or red with strawberry. Children love to work with this fragrant and colorful dough.



3 IDEAS FOR CREATING SPECIAL EGGS

What You'll Need: paraffin ▲ small brushes ▲ Easter egg dyes or food colors ▲ vinegar AND/OR yellow onion skins ▲ cheese cloth ▲ string or rubber bands AND/OR tiny leaves or flowers, such as violets, ferns ▲ old nylon stocking ▲ eggs (some hard boiled or blown out, others raw).



PARAFFIN ON EGG

What You'll Need: hard-boiled or blown-out eggs ♦ paraffin ♦ small brushes ♦ Easter egg dyes or food colors ♦ vinegar ♦ candle (optional)

What to Do:

1. Melt paraffin in double boiler set-up.
2. Let children paint wax in designs and pictures around eggshells with a brush.
3. Dip eggs into dye or water-diluted food colors, each with 2 tsp. vinegar added.
4. Let eggs set until completely colored to children's liking.
5. Remove eggs to see how wax resisted coloring. (To remove wax, hold egg near lighted candle. As wax melts, wipe it away with a soft cloth. This step is not necessary.)

PRINTED EGGS

What You'll Need: hard-boiled or blown-out eggs ♦ Easter egg dyes or food colors ♦ vinegar ♦ string or rubber bands ♦ tiny leaves or flowers, such as violets, ferns ♦ old nylon stocking

What to Do:

1. Place a small flower or leaf over cooked or blown-out eggshell.
2. Cover completely and tightly with old nylon stocking piece. Secure with string or rubber band.
3. Place in a bowl of Easter Egg dye or food colors and vinegar. Remove when properly colored.
4. Let dry completely.
5. Remove stocking and leaf or flower and see prints on eggshell.

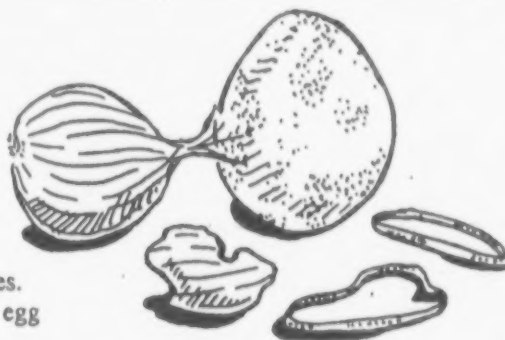


Naturally Dyed Egg

What You'll Need: raw eggs ♦ yellow onion skins ♦ cheese cloth ♦ string or rubber bands

What to Do:

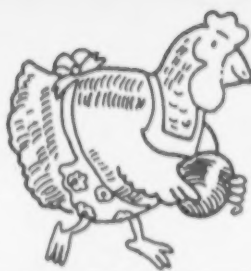
1. Wrap the yellow onion skins around a raw egg.
2. Cover tightly with cheesecloth and secure with string or a rubber band.
3. Set into a pan of water and slowly boil the egg for 20 minutes.
4. Remove the egg. Let dry for a couple of hours, and unwrap egg for a yellow-brownish mottled effect.



BOOK CORNER:

IN THE

- 📖 *Chicken Sunday* by Patricia Polacco (Putnam)
- 📖 *Rechenka's Eggs* by Patricia Polacco (Putnam)
- 📖 *Spot's First Easter* by Eric Hill (Putnam)
- 📖 *Just an Easter Egg* by Mercer Mayer (GT)
- 📖 *Easter Egg Hunt* by Chuck Murphy (Simon & Schuster)
- 📖 *The Legend of the Easter Egg* by Lori Walburg (HarperCollins)
- 📖 *The Egg Tree* by Katherine Milhous (Simon & Schuster)



AFTER-SCHOOLER IDEA: Batiking

Batiking is a special method of applying color to a material.

What You'll Need: commercial fabric dyes (such as Rit) ♦ fabric ♦ soft bristle brush ♦ paraffin wax ♦ buckets (one for each color dye) ♦ double boiler or two coffee cans (a one pound and a two pound) ♦ iron ♦ paper towels

What to Do:

1. First melt the paraffin in the top of the double boiler or in a one-pound coffee can that has been set inside a two-pound coffee can, partially filled with water.
2. When the wax is melted but not burning hot, apply it with a brush to the fabric to "paint" designs or pictures.
3. Return wax to the heat source to keep it spreadable.
4. Let wax on fabric dry as you mix commercial dye according to package directions.
5. Place the wax-designed fabric into a cold dye bath. Wring lightly and let fabric dry thoroughly.
6. Iron fabric on paper towels to remove the wax.



Ideas: Kathy Faggella

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

EASTER BUNNIES

The Easter Bunny is coming next weekend to many homes. Whether he comes to your neighborhood or not, this is a great time to explore baby animals. Start with baby rabbits. Then study their favorite treat—the carrot.



◆ COOKING:

Bunny in His Burrow

Assist in cutting and let each child delight in making her own bunny in a burrow!

You'll Need: plastic knife ▲ pear ▲ apple ▲ raisins ▲ cream cheese ▲ lettuce ▲ carrots

What to Do:

1. Help children cut a pear in half to use as the bunny's body and place it on a bed of lettuce.
2. Cut apple slices to use as ears.
3. Help them use cream cheese as "glue" to attach the ears. Also use cream cheese to attach raisins for the eyes and nose.
4. Invite children to make the bunny's tail out of cream cheese.
5. Cut a few narrow carrot sticks, placing them in front of the bunny.
6. Encourage children to try making other animals with fruit at another time.

◆ MOVEMENT AND DRAMATIC PLAY:

Rabbit Noses, Tails and Ears

With a little help, children can pretend to be fluffy bunnies!

You'll Need: face paint or make-up ◆ powder puff ◆ safety pin ◆ mirror ◆ construction paper ◆ sweatband ◆ tape

What to Do:

1. Put a dot of red or pink face paint on children's noses, and let them practice twitching their noses in front of a mirror.
2. A powder puff can be safely pinned to the back of their clothing for the tail.
3. Cut out bunny ears and staple them to the sweatband. Cover the staples with tape.



◆ MUSIC: **Bunny Song**

Invite children to sing this song with you (Tune: "My Bonnie Lies Over the Ocean")

Some rabbits have bright shiny noses.

I'm telling you now as a friend.

The reason their noses are shiny.

Their powder puffs on the wrong end.

Wrong end, wrong end,

Their powder puffs on the wrong end, my friend.

Wrong end, wrong end,

Their powder puffs on the wrong end.

◆ ART: **Rabbit Sock Puppet**

Help children develop their imagination and creativity by making and playing with this easy puppet!

You'll Need: sock ▲ fabric or felt ▲ glue ▲ scissors

What to Do:

1. Place the sock over a child's hand. Tell him to make a fist inside the sock to form the rabbit's face.
2. Invite him to cut fabric or felt ears, nose, and eyes for the puppet and glue these in place.



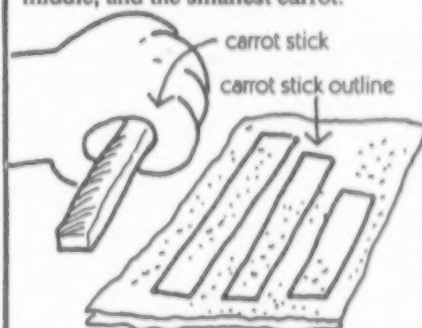
LEARNING WITH CARROTS

Bunnies love carrots! The carrot is an excellent example of a "good food." It is also an excellent medium for many, many learning experiences. So why not work carrots into your learning theme this week?

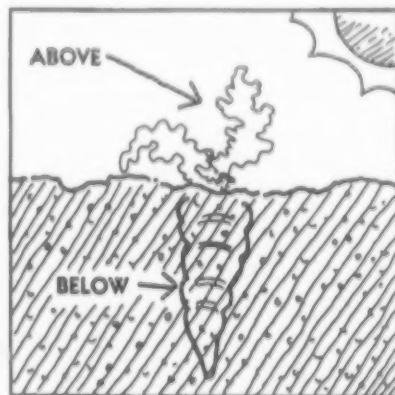
- ◆ Carrots can be used for counting.



- ◆ Carrots can be used to discuss sizes. At snacktime, give children napkins with three carrots in different sizes drawn on them. Have children match carrot sticks to the ones on their napkins. Have them point to the biggest, the middle, and the smallest carrot.

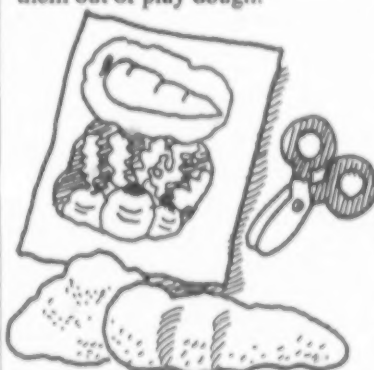


- ◆ Use pictures of growing carrots to discuss the concepts of *above* and *below*.



- ◆ Use carrots to introduce the colors green and orange. (Carrot activities fit well into Orange Week, if you have one.)

- ◆ Have children draw carrots, cut and paste them, and/or make them out of play dough.



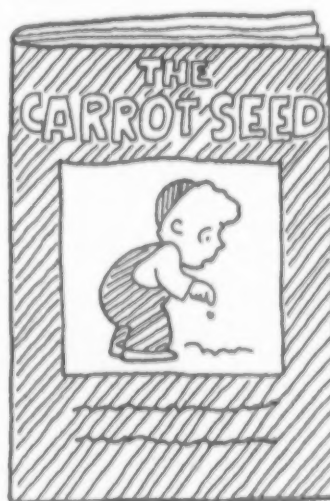
- ◆ Draw a picture of a carrot and ask children what shape the carrot would fit into (a rectangle). Have paper shapes available for children to put over your drawing.

- ◆ Use the carrot as a springboard for classification activities. Have children name other orange fruits and vegetables. Invite them to name other fruits and vegetables that grow under the ground.



- ◆ Read *The Carrot Seed* by Ruth Krauss (HarperCollins) with your children. This classic story opens up many opportunities for discussion. Here are some questions.

- ▲ Who told the little boy the seed wouldn't come up?
- ▲ How many *people* told him that?
- ▲ What two things did the little boy do every day?
- ▲ Did a carrot finally grow? Why?
- ▲ Have you ever grown something all by yourself?



- ◆ Grow your own carrot by cutting off the top of a carrot and trimming off all of the leaves. Place a layer of pebbles in a flat dish. Keep well watered. When roots form, plant in soil.



7 WAYS TO FIX AND SERVE CARROTS



1. CARROT STRIPS



2. CARROT SLICES



3. SHREDDED CARROTS



4. BOILED CARROTS



5. MASHED CARROTS



6. BAKED CARROTS WITH BUTTER AND BROWN SUGAR

You'll Need: carrots ♦ 1/4 bar margarine or butter ♦ brown sugar ♦ vegetable peeler ♦ knife (ADULT USE ONLY)

What to Do:

1. Help children peel and slice carrots. Place in a baking dish.
2. Melt 1/4 bar margarine or butter and add to carrots in baking dish.
3. Invite children to sprinkle carrots with brown sugar.
4. Cover dish. Bake at 350° F for 35 minutes.



7. CARROT SALAD

You'll Need: 4 large carrots ♦ 1/2 cup seedless raisins ♦ 1/2 cup chopped peanuts ♦ 2 tsp. grated lemon rind ♦ 1 Tablespoon lemon juice ♦ 1 cup sour cream ♦ 3/4 tsp. salt ♦ pinch—pepper ♦ knife—for chopping peanuts (ADULT USE ONLY) ♦ vegetable peeler ♦ grater ♦ bowl ♦ mixing bowl

What to Do:

1. Chop peanuts with a knife.
2. Let children wash and peel the carrots.
3. Grate lemon rind and carrots.
4. In a bowl, invite children to mix grated lemon rind and carrots, raisins, chopped peanuts, lemon juice, salt, and a pinch of pepper.
5. Serve with sour cream.



from First Teacher Magazine

BOOK CORNER:

IN THE

- 📖 *The Velveteen Rabbit* by Margery Williams (Doubleday)
- 📖 *The Tale of Peter Rabbit* by Beatrix Potter (Warner)
- 📖 *Guess How Much I Love You* by Sam McBratney (Candlewick)
- 📖 *The Tale of Rabbit and Coyote* by Tony Johnston (Putnam)
- 📖 *The Tortoise and the Hare* by Janet Stevens (Holiday House)

INFANT CARE: Babies and Carrots

The progression to solid foods varies from baby to baby. While pureed carrots are one of the first solid foods that many babies eat, infants start on them at different times in their development. Parents should plan their babies' eating schedules with their pediatrician and then pass on the information to you. Unlike your older children every one of your babies may be eating different foods even if they are the same age.

In general, carrots seem to be introduced at between seven to nine months of age, after rice and barley cereal, mashed bananas, applesauce and pears, sweet potatoes and avocados. Don't use raw carrots for teething babies as they can bite off small pieces which may get stuck in the baby's throat.

AFTER-SCHOOLER IDEA: Stuffed Bunnies

You'll Need: soft fabric: corduroy, flannel, velour, cotton ♦ needle and thread ♦ scissors ♦ straight pins ♦ paper and pencil ♦ buttons ♦ yarn or embroidery thread ♦ polyester stuffing or shredded nylon stockings

What to Do:

1. Invite children to draw simple sketches of the animal they wish to make. The drawing does not need to be detailed. It will be a guide to the shape and size of the stuffed animal.
2. On a separate piece of paper, help children make patterns by drawing a larger version of the sketch. Allow for 1/2 inch seams on all edges. You may want to help a child make the legs and arms equal in length or make the ears larger or longer.
3. Have each child cut out her paper pattern.
4. Fold the fabric in half, with right sides together.
5. Pin the pattern to the fabric.
6. Help each child cut out her pattern.
7. Invite the child to choose one piece of cutout fabric to be the front of the animal. Have her draw eyes, nose, and mouth on the right side of this piece.
8. Help the child sew on eyes (buttons) and nose and mouth (button, yarn, or embroidery thread).
9. With right sides together, pin the front and back together. Sew around the edges of the fabric, leaving 1/2-inch seam allowance. Leave a 2-3 inch space open to add stuffing.
10. Have the child turn the stuffed bunny right side out. Encourage her to make sure that the facial features are in the right position and that there are no holes in the seams.
11. Let each child stuff her bunny. Sew the opening closed.



Ideas: Mary Beth Spann Minucci

Art: Debby Dixler, Catherine Minor

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Week Four
April 24, 2000

For People Who Care for Young Children

CHILD-CENTERED SCIENCE

Chasing the ant on the sidewalk... Wrinkling a nose at a yucky odor... Licking fingers covered with jam... Petting the purring kitten... These are descriptions of what the young scientist does in her lab—experiencing and exploring her world. The young child uses all her senses and thinking skills to observe, discover, investigate, identify, sort and classify, remember, compare, and create. Her immediate world is her laboratory. She is at once learning about biology, physics, chemistry, earth science and astronomy. These everyday observations and experiences will help the child develop her fundamental ideas about the world in scientific terms.

We can take the early learner's natural curiosity and expand and give balance to those scientific ideas. We have the opportunity—and the responsibility—to not only help children have the experiences, but to do so in such a way that they ask questions, seek answers, and just “want to know.” It is our job to provide the settings and keep making connections between experiences to build children's understanding. We need to protect them within a stimulating, yet safe, environment. And we need to convey to children our love of the world and learning.

This chart presents the basic science concepts that most children will be interested in during their preschool and Kindergarten years.



A SCIENTIFIC APPROACH TO SEEDS

PRIOR KNOWLEDGE

Children come to us with a varied and, sometimes, rich background of experience and knowledge about a lot of things. We should always give them time to display that background. This background is known as Prior Knowledge.

If, for example, you were going to plant seeds today, it would be a good idea to ask children all they know about seeds—before you show them the seeds, water, or soil. Use a large piece of paper to record their information in pictures. Record ALL the information, whether it is correct or not. What is happening is that you are getting all the children involved in this project. Most every child can think of something to say about seeds. (Go around the circle, letting one child speak at a time and offering only one piece of knowledge at a time.)



FORMULATING QUESTIONS

Now you can do your seed project with children, talking about it as you work. If any questions come up—and they should—write these down. Make sure that children know that you always welcome questions.

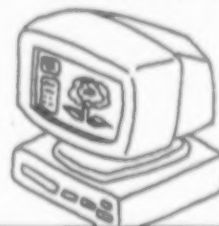
Encourage children to expand the basic knowledge that they are getting with hands-on experiences. For example, you might be planting seeds and talking about the things they need to grow. Someone might ask if a seed could grow only in water and if so, for how long. Ask children how they might find out the answer to that question. Accept all possibilities—look it up in a book, ask an expert gardener, grow a seed with just WATER.



MULTIMEDIA APPROACH

Always expand children's learning into different media. 'Growing seeds' can be reproduced in play dough or clay, danced to music, dramatized, and written about in a group poem... Children learn in so many different ways. Remember, also, that some children learn better by themselves than in a group. Perhaps this is the child that would like to keep a growth diary for the whole group.

Resources are important. Use books, posters, charts, films, filmstrips, videos, and computer programs, if at all possible. Bring in someone to talk and demonstrate tools and materials. Let children 'play' with real objects, as long as they are safe.



SEEDS UNDER THE SOIL

Planting a tiny seed in soil and watching it mature into a living plant is an exciting process.

But what's more fascinating is what changes take place under the soil.

This activity allows small hands a chance to get dirty while learning a simple lesson in plant science.

You'll Need: seeds (preferably bean or corn) ♦ potting soil ♦ clear plastic cups (9-ounce size) plastic sandwich bags ♦ water (a sprayer bottle works well)

What to Do:

1. Before you begin, pour the potting soil in a large bucket. On your work surface, place all materials in order in an assembly line. This makes it easier for children not to miss any ingredients.
2. With the plastic cup in hand, invite each child to scoop a cup full of soil. Shake off any extra soil back into the bucket.
3. Encourage the child to pick up a seed and slide it down the side of the cup, into the soil, about one inch deep. At this point, children will be able to see the seed through the cup.
4. Water the soil just enough to moisten the top.
5. Let each child place a sandwich bag over her cup. This will act like a mini-greenhouse and speed up the germination process. Set near a warm sunny window.
6. You may need to water the seeds daily or every other day. Involve children in this process making sure not to give them too much water. This will result in the seeds rotting.
7. Within a few days, the seed will have sprouted and the roots will begin to take shape. This could be a good time to explain to children the important job that roots have.
 - ▲ Roots hold up the plant. Without them, the plant would fall over.
 - ▲ Roots take in the water you give the plant. They hold the water until the plant is ready for a drink.
8. When the seedlings mature, children can take them home and plant them in their family's garden or clay pots. Here they will be able to share with their family the next change each plant makes at harvest time.



Taken from First Teacher Magazine (Idea by Connie Venier)

BOOK CORNER:

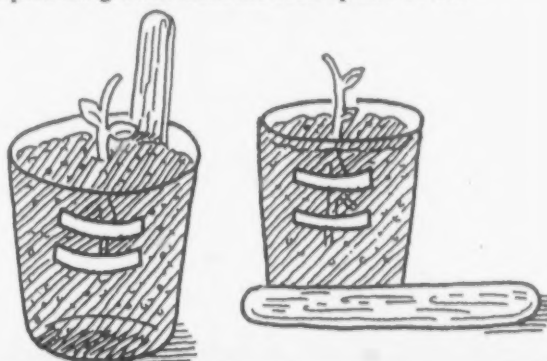
IN THE

- 📖 *I'm a Seed* by Jean Marzollo (Scholastic)
- 📖 *The Tiny Seed* by Eric Carle (Simon & Schuster)
- 📖 *How a Seed Grows* by Helene Jordan (HarperCollins)
- 📖 *Planting a Rainbow* by Lois Elhert (Harcourt Brace & Company)
- 📖 *From Seed to Plant* by Gail Gibbons (Holiday House)
- 📖 *The Magic School Bus Plants Seeds* by Johanna Cole (Scholastic)

AFTER-SCHOOLER IDEA: Seed Growth

Invite school age children to chart the growth of seeds as they grow. Children can mark the growth of the roots they observe on the outside of the clear plastic cup every few days and measure the upward growth of the seedlings once they break through the soil by placing a popsicle stick in the soil and marking it every few days.

Older students can measure the growth in inches and compare the growth from the seed up and down.



INFANT CARE: Baby Science

Babies enjoy exploring clear plastic bottles filled with a variety of solid and liquid materials.

You'll Need: small, clear plastic bottles (water or soda bottles of different sizes and shapes) ♦ clear or colored water ♦ vegetable oil ♦ liquid detergent ♦ nontoxic objects that fit through the opening of the bottle: pebbles, cotton balls, feathers, rubber bands, paper clips ♦ glue ♦ tape

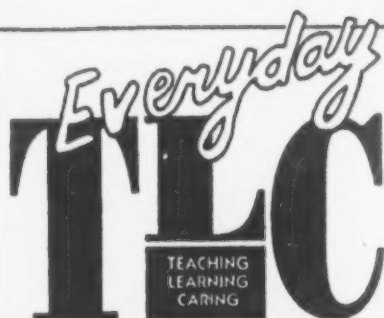
What to Do:

1. Scrub labels off of bottles to make contents easier for babies to see.
2. Fill bottles 1/3 to 2/3 full of water or dry materials. You might combine water with oil, making two different-colored layers. You might combine water with liquid detergent which will make bubbles when babies shake the bottle. You could add glitter to the water or tiny plastic figures.
3. Glue the bottle caps onto the bottles.
4. Wrap tape around the glued caps.
5. Make several bottles available to babies at one time. Encourage them to roll or shake a bottle, but not to throw or mouth them.
6. Each day, check to see that the caps are securely attached to the bottles. Clean bottles that have been mouthed.

Ideas: Kathy Faggella, Connie Venier

Art: Debby Dixler, Catherine Minor

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- ◆ Do Both!!

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- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
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P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
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 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

MANAGING YOUR PROGRAM

Good program management includes curriculum planning, observing and recording, flexible scheduling, record keeping and creating a policies/procedure handbook, along with many other responsibilities. The following questions ask for your personal input on these very issues of program management. Be objective about what you do now and be prepared to make additions and adjustments that, hopefully, will improve the quality of your program.

1. Planning is necessary to have a quality early childhood program. Review your planning habits and record the information below.

WHO? (Name the people who help do the planning.) _____

WHEN? (frequency, day of week, time of day)

HOW? (when children sleep, after hours) _____

WHAT? (evaluations, reports, scheduling, activities)

HOW WOULD YOU JUDGE THE QUALITY OF YOUR PLANNING?

☐

POOR

☐

FAIR

☐

GOOD

☐

VERY GOOD

☐

EXCELLENT

If you think planning is only poor or fair, what steps will you take to make planning better—more effective, more efficient?

If you think your planning is good, very good, or excellent, share the reasons for your success:

2. Most daily schedules work best if they are kept somewhat flexible. Record your existing schedule on a separate sheet of paper. Study it to determine the best times and the most challenging times of the day. What adjustments could you make to have the day run more smoothly?

Make one adjustment this week in your daily schedule. What did you change? Why? What were the results?
Will the change become permanent?

3. Do you have a handbook for your program? If not, create one. Take a good look at the handbook and make sure all of the following are included:

- ☐ program information, including address, phone numbers, hours of operation
- ☐ registration procedures
- ☐ monetary charges and fees
- ☐ health, medical requirements
- ☐ emergency procedures
- ☐ policy for children with illnesses
- ☐ reports for accidents
- ☐ reporting suspected cases of child abuse/neglect
- ☐ policy for program closings due to weather

What other items would you need to include? Who gets the handbook? Send a copy of the handbook with your test..

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

KEEPING ALL THE BALLS IN THE AIR

by Kathy Faggella

You're part teacher, parent advisor, budget manager, nutritional specialist, custodian, childcare advocate, record keeper, planner, observer/recorder, goal/objective setter, materials maker/obtainer, substitute finder, and person who knows your local community resources. You're a preschool/family childcare program manager.

Whether you are a director, lead teacher, assistant teacher, or family childcare provider, you are expected to know how to manage many, if not all, parts of your program and your life. You have chosen a profession with multi-tasks. At times, it can be hard to balance all the responsibilities when all you might want to do is be with the children. But having a well managed program helps everyone—from the children to yourself—move in specific directions, have good relationships and accomplish well-defined goals.

The most important part of program management is planning and everyone who works in your program must be involved in the planning. That way:

- ◆ everyone will have a chance to input ideas and suggestions;
- ◆ everyone better understands their responsibilities and willingly shares them;
- ◆ everyone needs to feel that there is a continuity in the program—setting goals to be accomplished and then seeing them achieved;
- ◆ each team member feels a connection with one another, the children, and program.

PROGRAMS IN CENTERS

Good program management is really team work at its best. The team looks at both long-range and

weekly plans. Long-range planning ensures that certain curriculum goals are set and met; materials/props are gathered; special event/trip arrangements are made.

The team, in regularly scheduled planning sessions, discusses children's needs (which are based on everyone's observations and recordings) and plans the next week's activities accordingly. The team evaluates: "What happened?" "What did children get out of it?", "What changes should we make?" and "What should we repeat?". Then everyone plans for the next week in these areas:

- ◆ changes in the space, the centers, the props and their use
- ◆ any special activities that might be included—a field trip, guest, major art project
- ◆ specific needs of individual children
- ◆ theme activities to carry out that develop a certain topic/interest
- ◆ responsibilities—who will do what, get materials, work where, and so on.

If you are a family childcare provider, all these tasks generally become yours alone. You need to manage the finances, take care of supplies, tend to the meals, set up a safe and clean environment, as well as provide children with attention and appropriate developmental learning. Your day will be more like having a big family around.

Hopefully, you have other "team" members you can call on when necessary, such as an extra helper, a nurse or doctor for consultations, another family provider with whom you can bounce around ideas and problems.

But planning is still essential to

the smooth running of each day if you truly want to meet the needs of all the children in your care. Many family childcare providers like to set up a home version of "centers", such as a table for art, an area for blocks, a little book corner. They find it helps organize the day and makes children feel more comfortable. And, a schedule is necessary for both you and the children.

FLEXIBLE SCHEDULES WORK

Today's childcare programs tend to be flexible. Often the day's activities are set into time blocks. For example, "free choice time" takes place after "arrival" and before "morning snack." It can run 45 minutes to 1 1/4 hours depending on how children are playing and how engaging the activities are. Children, for their sense of security, need to know that one activity follows another in a structured way each day, but they do not need to be tied into "free choice time 9:00 to 10:00" that never varies.

PROGRAM HANDBOOKS

It is important to have center/childcare home handbooks that outline policies and procedures for everything from fees to emergencies. Everyone involved with your program should have a copy.

Lastly, a well managed program keeps lots of records: reports on children's health, observations and assessments, attendance, forms for emergency consent, staff leave requests, supplies, field trips, parent contacts, staff time sheets, inventory records. Records are kept confidential. A good program manager needs concentration, experience, dedication, and confidence. Yet, what a great accomplishment it is! Best of luck!

PLANS FOR APRIL



Activity	Week of April 3	Week of April 10	Week of April 17	Week of April 24
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



BOOKS TO READ

RHYTHM AND MUSIC

- 📖 *Thump! Thump! Rat-a-Tat-Tat* by Gene Baer (HarperCollins)
- 📖 *The Philharmonic Gets Dressed* by Karla Kuskin (HarperCollins)
- 📖 *Meet the Orchestra* by Ann Hayes (Harcourt Brace)
- 📖 *Music, Music for Everyone* by Vera Williams (Morrow)

EASTER EGGS

- 📖 *Rechenka's Eggs* by Patricia Polacco (Putnam)
- 📖 *Spot's First Easter* by Eric Hill (Putnam)
- 📖 *Easter Egg Hunt* by Chuck Murphy (Simon & Schuster)
- 📖 *The Legend of the Easter Egg* by Lori Walburg (HarperCollins)

BUNNIES AND CARROTS

- 📖 *The Velveteen Rabbit* by Margery Williams (Doubleday)
- 📖 *The Tale of Peter Rabbit* by Beatrix Potter (Warner)
- 📖 *Guess How Much I Love You* by Sam McBratney (Candlewick)
- 📖 *The Tale of Rabbit and Coyote* by Tony Johnston (Putnam)

SEEDS

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- 📖 *How a Seed Grows* by Helene Jordan (HarperCollins)
- 📖 *Planting a Rainbow* by Lois Elhert (Harcourt Brace)

YOUR CHILD & SCIENCE

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You can encourage your early

learner's natural curiosity and help her explore her scientific ideas. You have the opportunity—and the responsibility—not only to help your child have the experiences, but to do so in such a way that she asks questions, seeks answers, and just “wants to know.” Your child is learning about science in everything she does and in every experience she has. Make sure that these experiences are safe and that you praise your child for her curiosity and share in her excitement about the world she is discovering.

SCIENCE AND ART WITH EGGS

What You'll Need: hard-boiled or blown-out eggs ♦ Easter egg dyes or food colors ♦ vinegar ♦ string or rubber bands ♦ tiny leaves or flowers, such as violets, ferns ♦ old nylon stocking

What to Do:

1. Place a small flower or leaf over a cooked or blown-out eggshell.
2. Cover completely and tightly with an old nylon stocking piece. Secure with a string or rubber band.
3. Place in a bowl of Easter Egg dye or food colors and vinegar. Remove when properly colored.
4. Let dry completely.
5. Remove the stocking and leaf or flower and see prints on the eggshell.



BUNNIES AND CARROTS

BUNNY IN HIS BURROW

You'll Need: plastic knife ▲ pear ▲ apple ▲ raisins
▲ cream cheese ▲ lettuce ▲ carrots

What to Do:

1. Help your child cut a pear in half to use as the bunny's body and place it on a bed of lettuce.
2. Cut apple slices to use as ears.
3. Help him use cream cheese as "glue" to attach the ears. Also use cream cheese to attach raisins for the eyes and nose.
4. Invite your child to make the bunny's tail out of cream cheese.
5. Cut a few narrow carrot sticks, placing them in front of the bunny.
6. Encourage your child to try making other animals with fruit and vegetables at another time.

THE BUNNY SONG

Invite your child to sing this song with you
(Tune: "My Bonnie Lies Over the Ocean"):

*Some rabbits have bright shiny noses,
I'm telling you now as a friend.
The reason their noses are shiny,
Their powder puffs on the wrong end.
Wrong end, wrong end,
Their powder puffs on the
Wrong end, my friend.
Wrong end, wrong end,
Their powder puffs
on the wrong end.*



BAKED CARROTS

You'll Need: carrots ◆ 1/4 bar margarine or butter ◆ brown sugar
◆ vegetable peeler ◆ knife (ADULT USE ONLY)

What to Do:

1. Help your child peel and slice carrots. Place in a baking dish.
2. Melt 1/4 bar margarine or butter and add to the carrots in a baking dish.
3. Invite your child to sprinkle the carrots with brown sugar.
4. Cover the dish. Bake at 350° F for 35 minutes.

CARROT SALAD

You'll Need: 4 large carrots ◆ 1/2 cup seedless raisins ◆ 1/2 cup chopped peanuts ◆ 2 tsp. grated lemon rind ◆ 1 Tablespoon lemon juice ◆ 1 cup sour cream ◆ 3/4 tsp. salt ◆ pinch of pepper ◆ knife for chopping peanuts (ADULT USE ONLY) ◆ vegetable peeler ◆ grater ◆ bowl ◆ mixing bowl

What to Do:

1. Chop peanuts with a knife.
2. Help your child wash and peel the carrots.
3. Grate lemon rind and carrots.
4. Invite your child to mix grated lemon rind and carrots, raisins, chopped peanuts, lemon juice, salt, and a pinch of pepper in a bowl.
5. Serve with sour cream.



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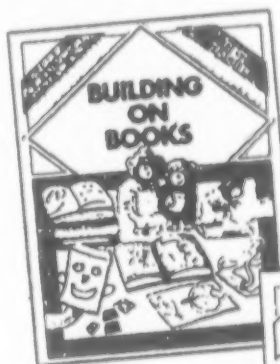
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- ▶ **Hands-On Science** (96 pages)
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For People Who Care for Young Children

FOREVER BLOWING BUBBLES

Have fun this spring blowing bubbles with your children. It can be an educational experience as well. Through blowing bubbles, children can experience and learn about the concepts of high, low, big, little, many, and few.

Here are a few ideas for preparing your own bubble mixtures and making homemade bubble blowers as well as using bubbles to create unique art. (Note: Soapy water and even food colors are not toxic; however, please supervise young children so that they do not drink the bubble solution.)

First mix the bubble solution. (See solutions below.) Let children help.

Make sure each child knows how to "blow out" by practicing with her mouth on one end of the straw and her hand near the other end. Ask her if she can feel the air on her hand when she blows through the straw.

Spread some bubble solution on a table top. Invite children to use a plain straw to blow half of the bubbles on the table. The straws should be wet. Encourage children to blow bubbles inside bubbles.

Pour a small amount of soap solution onto a baking tray. Help children dip a straw into the bubble solution and blow onto the smooth, soapy, solution-covered surface. Make bubbles that attach to each other and form different shapes.

Ask questions to help children explore bubbles.

"What shape are bubbles?"

"Where do you think the bubbles go if we don't pop them?"

"How far up do you think they will go?"

"How could you make the bubbles fall down instead of floating up?"

Talk about the fact that bubbles are formed by blowing air into a liquid. When the bubble gets too big or touches a solid surface, it will pop.

Outdoors, watch the bubbles' reflection from the sun. A rainbow of colors can be seen. This happens because light is broken into different colors.

BUBBLE MIXTURES

BUBBLE MIX 1

Mix:

- ▲ 1/4 cup liquid dishwashing detergent
- ▲ 1/2 cup water
- ▲ 1 teaspoon sugar
- ▲ few drops of food coloring (optional)

BUBBLE MIX 2

Mix:

- ▲ 2 tablespoons dishwashing liquid
- ▲ 2 tablespoons glycerine (sold in drugstores) to strengthen bubbles

BUBBLE MIX 3

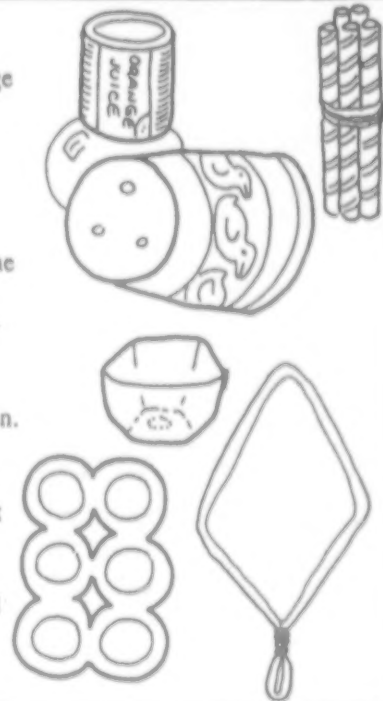
Mix:

- ▲ 6 cups water
- ▲ 2 cups Joy or Dawn dishwashing liquid
- ▲ 3/4 cup corn syrup

MORE BUBBLE FUN

BUBBLE BLOWERS:

- ◆ **Single Straw Blower** Make small slits about one inch long around one edge of a plastic drinking straw. Bend the slits back slightly. Dip this end of the straw into the mixture and blow through the other end to form bubbles.
- ◆ **Paper Cup Blower** Poke multiple holes into the bottom of a paper cup. Dip this rim into the mixture. Blow hard into the cup and watch bubbles appear.
- ◆ **Multiple Straw Blower** Tape about five plastic straws together. Dip the one end into bubble solution and blow through the other end of the straws.
- ◆ **Egg Carton Blower** Cut off a section from a foam egg carton. Poke a 1/4-inch hole into the bottom. Dip the rim into the bubble mixture and blow through the hole.
- ◆ **Six-Pack Bubble Blower** Dip a plastic six-pack holder into bubble solution. Wave it through the air to make multiple bubbles.
- ◆ **Coat Hanger Bubble Wand** Untwist a wire coat hanger. Shape it into a circular wand. Twist the wires in place. Leave about four inches of straight wire for a handle. Dip this into a shallow pan of solution and blow a giant bubble or wave it through the air.
- ◆ **Household Items** You can make bubble blowers from common household items such as a funnel, and even a frozen juice can with both end lids removed. Check the kitchen drawer and experiment with other gadgets.



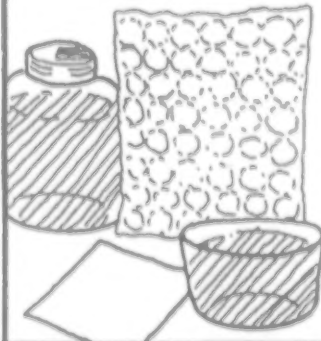
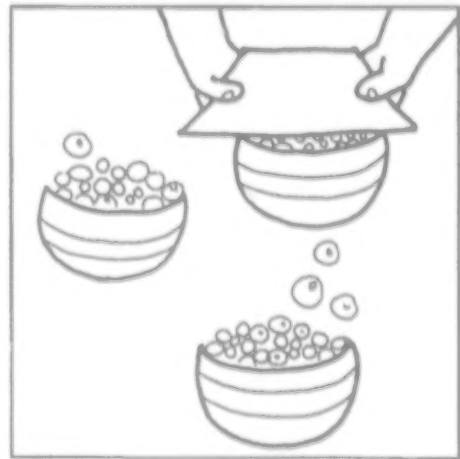
BUBBLE PRINTS

Invite children to make "sea foam" bubble prints.

You'll Need: liquid detergent ◆ water ◆ food coloring ◆ straws ◆ paper

What to Do:

1. Put one-eighth cup of liquid detergent in each of three bowls.
2. Invite children to add water and food coloring to each bowl.
3. Encourage them to use straws to blow in the bowls until bubbles rise over the bowl rims.
4. Invite them to carefully lay a sheet of paper over the bubbles.
5. When they lift the paper, they will see a delicate and beautiful bubble print.
6. Children can put the same piece of paper over two bowls of bubbles to get another special effect.



PACKING BUBBLE PRINTS

You'll Need: bubble wrap ◆ tempera paint ◆ tape ◆ paper ◆ paintbrushes

What to Do:

1. Tape packing bubbles (bubble side up) securely to a table top or cookie sheet.
2. Pour some tempera paint into a margarine container.
3. Invite children to paint the bubbles using a paintbrush.
4. When the bubbles are painted, let children place a piece of paper on top and rub gently. When the paper is pulled away, they will have a print.

DATE BUBBLE BREAD

YOU'LL NEED:



WHAT TO DO:

1.

Put flour, sugar, baking powder, and a pinch of salt into a bowl.

2.

Use a fork to cut in the butter until the mixture is crumbly.

3.

Stir in the egg and milk to make a soft dough.

4.

Break off pieces of dough the size of a walnut. Roll the dough around a piece of date.

5.

Dip the ball in butter, then into the sugar-cinnamon mixture.

6.

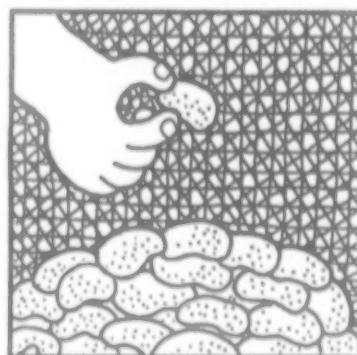
Arrange in the bottom of a well-greased loaf pan. Fill the pan with more date-and-dough balls.

7.

Bake at 375°F for 20 minutes and then at 350°F for 20 more minutes.

8.

Remove from pan when slightly cooled. To eat, break away a piece from the loaf.



Taken from *Hands-On Cooking Through the Seasons* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

- ① *Benny's Big Bubbles* by Jane O'Connor (Putnam)
- ① *The Tub People* by Pamela Conrad (Harpercollins)
- ① *So Many Circles, So Many Squares* by Tana Hoban (Morrow)
- ① *Gilberto and the Wind* by Marie Hall Ets (Penguin)

INFANT CARE:

Babies Love Bubbles

Mix lots of food coloring into bubble solution so that babies can track the bubbles more easily. Blow a series of small bubbles for babies to watch. Make sure the bubbles do not pop in babies' faces.

Let babies, who are older than 6 months, place their hands in a bubble solution. They will feel that it is slippery.

Use wipes, not soap, to clean tiny fingers and bottoms. You can make your own wipes by putting layers of paper towels in a reusable wipe container. Mix anti-bacterial soap with water and saturate towels with it. You may add a bit of baby oil to it.

AFTER-SCHOOLER IDEA: Why Do Raisins Jump?

You'll Need: any clear carbonated soda OR mix 1 cup of water, 5 teaspoons of vinegar, and two teaspoons of baking soda ♦ 5 small raisins (pick fresh, moist ones) ♦ small buttons, unpopped popcorn, salted peanuts ♦ clear drinking glass ♦ teaspoon ♦ baking soda ♦ salt

What to Do:

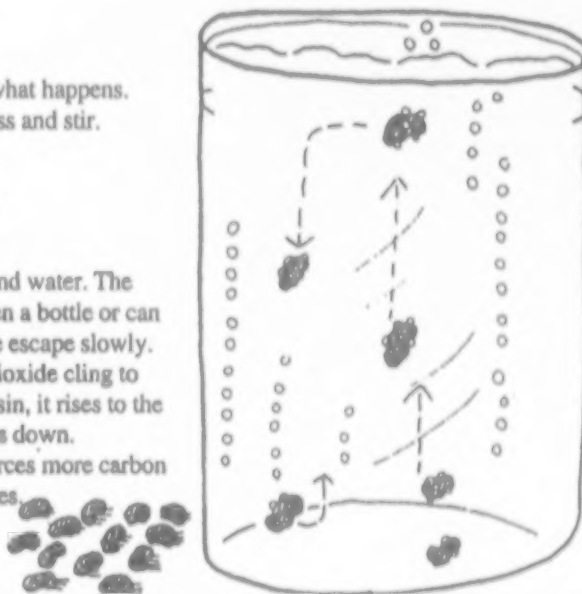
1. Fill the glass three-quarters full of carbonated soda.
2. Drop in five raisins. Wait for a minute and watch as the raisins float to the surface and then sink to the bottom of the glass. They will do this over and over again.
3. Drop in a few buttons, peanuts, or popcorn.
4. Sprinkle a pinch of baking soda into the glass. Watch what happens.
5. Dump about half a teaspoon of baking soda into the glass and stir. What happens now?
6. Sprinkle some salt into the glass. Watch what happens. Leave the glass alone for 5 minutes. Now take a look.

Why It Happens:

Sodas are pressurized solutions of carbon dioxide gas and water. The carbon dioxide forms bubbles in the liquid. When you open a bottle or can of soda, the pressure is released and lets the carbon dioxide escape slowly.

When you drop raisins in the soda, bubbles of carbon dioxide cling to their bumpy surfaces. When enough bubbles cling to a raisin, it rises to the top of the glass. There the bubbles pop and the raisin drops down.

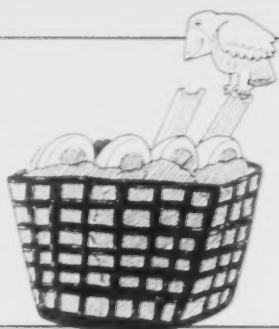
Any solid that is added to the soda in the glass forces more carbon dioxide to be released. That's what causes all of the bubbles. If an object is just the right weight, it will rise and fall in the soda.



Ideas: Tania Cowling, Barbara Becker, Kathy Faggella

Art: Debby Dixler

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For People Who Care for Young Children

A SPECIAL MOTHER'S DAY MEAL

Even the most hard-pressed mothers can make time for a Mother's Day lunch or supper. What busy parent would not like to sit down beside her child at a beautiful table to eat a meal her child has made and eagerly serves and shares?

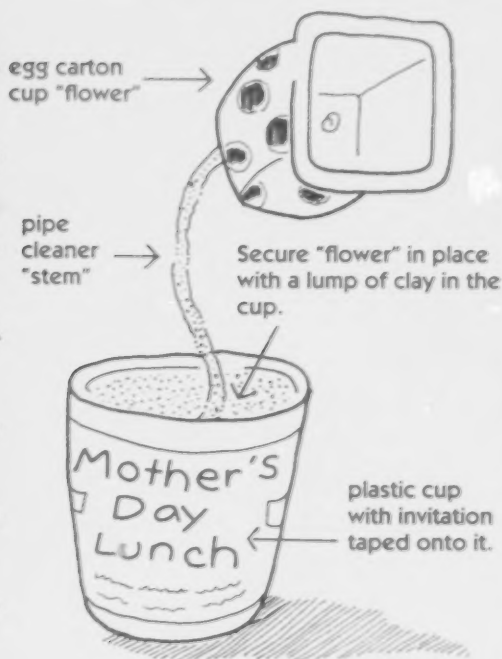
For children of all ages, this celebration means work, fun, learning, and a great feeling of accomplishment. This is a special meal for the children in your program and their mothers (and others similarly bonded); siblings, fathers, and friends are not invited.

The planning must be done well in advance. Is your space big enough? Do tables and chairs need to be borrowed from friends and family? Which day is most convenient in terms of mothers' schedules and your needs? What kinds of food can children prepare themselves safely, inexpensively, and in advance? Are certain dishes inappropriate considering the children's cultural backgrounds?

Try not to give children too much lead time. Begin by making some special invitations.

Next, discuss the menu with children. (**Recipes are on the next pages.**) As none of the food can be prepared too far in advance, let children make decorations, place mats, place cards, and assemble place settings, while waiting for "cooking" days.

MOTHER'S DAY PARTY INVITATION



Invite children to make a **FLOWER MURAL**. Spread a long sheet of paper on the floor and let children draw all different types of flowers and plants with crayon. When the entire mural is filled, put the sheet on the ground outside or up on a wall and let children spray the sheet of paper with a water color wash in any bright color they choose. Make several murals, covering each with a different rainbow color wash. Hang the murals on doors and walls, or on windows to let the

light shine through them for a pretty effect.

When the mothers arrive, bring them into a spare room and sing some friendship songs for them. (**See page 4.**) Then have children lead the mothers to their places. If the food is set out on the tables in big bowls and plates, children have a chance to help their mothers even if limited space prevents them from fully waiting on them. When everyone finishes, they have full tummies, festive place mats, and warm feelings to take home.

RECIPES FOR A MOTHER'S DAY CELEBRATION

Since it's spring, how about BIRD'S NEST EGG SALAD as a main course. Children can mix up wholesome ingredients for miniature APPLESAUCE MUFFINS. To end the meal, have something sweet that Moms can take home to share with the whole family--NO-COOK RAINBOW MINTS.

BIRD'S NEST EGG SALAD

You'll Need: radishes ▲ celery sticks ▲ carrot sticks ▲ hard-boiled eggs
▲ lettuce or chicory ▲ assorted fresh vegetables ▲ mayonnaise to moisten
egg salad (optional) ▲ plastic strawberry boxes ▲ plastic knife

What to Do:

1. Invite each child to line a strawberry box with lettuce or chicory.
2. Encourage children to fill the box with chopped egg salad or sliced egg.
3. Help them add assorted fresh vegetables.
4. Teach children the following song to sing as they serve this salad.

(Tune: "Bingo")

A blue bird sang a little song,

And Tweetie was his name-o.

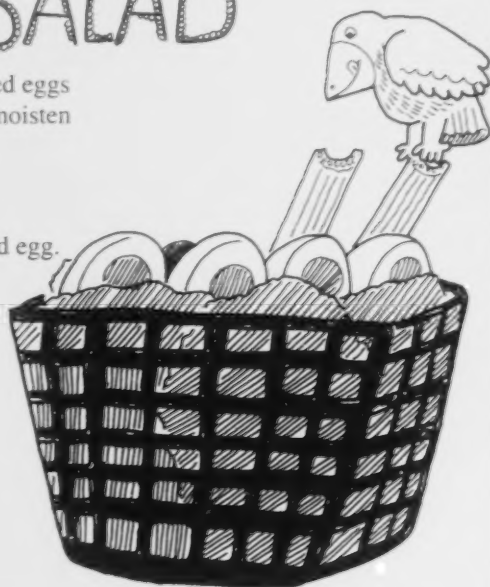
Tweet, tweet, tweetie-o,

Tweet, tweet, tweetie-o,

Tweet, tweet, tweetie-o,

And Tweetie was his name-o!

You can change the color of the bird and sing it again!

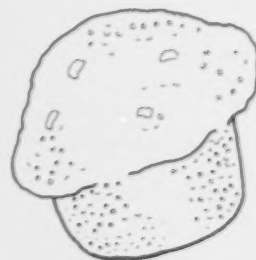
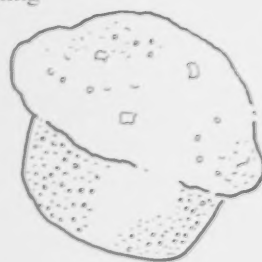


APPLESAUCE MUFFINS

You'll Need: 1 cup softened margarine ▲ 2 cups sugar ▲ 2 eggs ▲ 3 tsp. vanilla
▲ 4 cups flour ▲ 1 tsp. cloves ▲ 2 tsp. allspice ▲ 1 Tbsp. cinnamon ▲ 2 tsp. baking
soda ▲ 1 lb. applesauce ▲ mixing bowl ▲ measuring cups and spoons
▲ mixing spoon ▲ muffin tins

What to Do:

1. Look over all the ingredients with children, pointing out letters and numbers on the packaging.
2. Encourage them to use all their senses as they investigate the ingredients.
3. Invite children to cream together the margarine, sugar, eggs and 1 tsp. of vanilla.
4. Help them measure and mix together the flour and spices.
Let them add these to the creamed mixture.
5. Show children how to blend 2 tsp. vanilla into the applesauce along with the baking soda.
6. Add these to the batter. The batter will be stiff, so encourage children to mix it well.
7. Demonstrate how children can spoon the batter into the muffin tins and bake at 400°F for 12 minutes.
8. Remove the muffins from the oven. Cool and enjoy them together.
(makes 3-4 dozen)



No-Cook Rainbow Mints

You'll Need: 3 1/2 to 4 cups powdered sugar ♦ 2/3 cup condensed milk ♦ 1/2 teaspoon ♦ peppermint or spearmint extract ♦ large bowl ♦ cookie sheet ♦ waxed paper ♦ pastel blue, pink, green, or yellow food coloring (optional) ♦ fork

What to Do:

1. Encourage children to mix the sugar, condensed milk, and food coloring together in a large bowl.
2. Let them knead in the extract and powdered sugar. Allow lots of time for this step because children will really enjoy the sensations of mixing and patting the dough.
3. Help children roll the mixture into one-inch balls and use a fork to flatten and press designs into the mints.
4. The mints will dry overnight when they are laid on a cookie sheet covered with waxed paper.
5. Place enough mints for mothers and children on a plate. Then divide leftover mints, giving each child an equal number. Put mints in plastic baggies and tie with colorful ribbon or yarn.

THIS RECIPE CAN BE DOUBLED OR TRIPLED DEPENDING ON THE NUMBER OF CHILDREN IN YOUR PROGRAM.



BOOK CORNER:

IN THE

- 📖 *Mama, Do You Love Me?* by Barbara Joosse (Chronicle)
- 📖 *Are You My Mother?* by Philip D. Eastman (Random House)
- 📖 *A Mother for Choco* by Keiko Kasza (Putnam)
- 📖 *Is Your Mama a Llama?* by Deborah Guarins (Scholastic)

A SONG FOR MOM

Have your children sing this Mother's Day song for Moms to the tune of "This Old Man."

*I love you
You love me.
We're as special as can be.
Give me a hug
and sing with me.
This Mother's Day song
for you and me.*

Encourage children to give their Moms a big hug when they are finished singing.

AFTER-SCHOOLER IDEA: A Place Setting for Mom



Make these place mats in advance. On the morning of your Mother's Day celebration, help each child set a place for himself and Mom complete with place cards.

You'll Need: clear contact paper ▲ glue ▲ scissors ▲ old greeting cards ▲ sequins, ribbon, stickers, feathers, yarn, tissue paper ▲ napkins ▲ plastic knife and fork ▲ yarn

What to Do:

1. Invite children to cut two hearts from clear contact paper, large enough for a plate, silverware, and napkin. One should be about 2 inches larger all around than the first.
2. Let them place the smaller heart sticky side up on a table. Put tape on the edges to hold it in place.
3. Encourage each child to decorate the contact paper with the different trims. Children can cut out their favorite parts of greeting cards.
4. Help them to cover the finished project with the second heart folding the edges all around.
5. Let each child wrap a plastic knife and fork into a big, colorful paper napkin and, with your help, tie it up with a yarn bow.

Ideas: Sara A. Salancy, Kathy Faggella.

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

TAKE A WALK THIS SPRING...

BEFORE YOU GO— SAFETY TIPS

Spring is a wonderful time to take learning walks with your children. It's a good idea to practice for outside walks—inside—before you go.

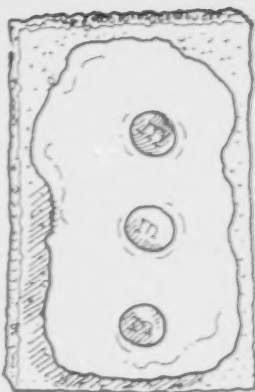
Most safety rules have been instilled from the beginning little by little. You talk about them at circle time, make signs, and learn safety colors. A few gentle reminders when you are walking together is usually enough.

Talk together, before you leave the building, about the importance of listening to keep safe. If children are not good listeners or safe walkers, you will immediately turn around and come back.

◆ **Play FREEZE.** In a large space, invite children to move around slowly or quickly, skipping, hopping, rolling, jumping... When you shout "FREEZE," everyone stops instantly. Do this with lots of laughter and as creatively as possible. "FREEZE" becomes a catch word that everyone is aware of and obeys without thinking. On walks if someone is wandering, running ahead, or if you feel that children might run into traffic or some other danger, a quickly shouted "FREEZE" stops them short.

◆ **Help children learn the traffic light colors and the shapes of**

TRAFFIC LIGHT COOKIES



You'll Need: graham crackers ▲ vanilla frosting ▲ M & M candies (red, yellow, and green) ▲ plastic knives

What to Do:

1. Show children how the crackers are separated into three rectangular sections.
2. Help each child frost a cracker, using a plastic knife.
3. Let children place the candies on the cracker in the order of a traffic light—red, yellow, and green.

safety signs. Practice this in outside play. A quart milk carton makes a great traffic light. You can even mount it on a broom or yardstick. Put three circles on each side. Black, black, and green on the first side; black, yellow, and black on the second; red, black, and black on the third; and make them all black on the fourth. Direct tricycle and walking children traffic with this prop. As soon as children have no problems with red/stop, yellow/wait, and green/look both ways and go; show them the fourth side and tell them that the traffic light is not working! Problem solve—"What should we do now?"

◆ Two and three year olds may feel more security and more freedom when they take a walk holding on to a rope. Make some short practice runs first. Your group of walkers should never be more than nine children. Knots strategically placed help keep children from all crowding in one place. No pushing or hitting! Put a loop at each end. Hold one loop and have the lucky child who has been appointed TAIL hold the other. The TAIL has a big responsibility. He must follow and not wrap around the children in the middle. Children like the freedom of not holding hands, but having the security of the rope to hold.

ASSORTED WALKS

Apple Color Walk

Offer each child an apple to carry with him as you walk along. (Be certain to bring an apple along yourself.)

Tell children the name of the apple variety. Notice how each apple looks and feels. Pay particular attention to the apple's color.

As you walk along, invite children to point out things they notice that match their apple's skin color.

As they munch their apples as a snack, challenge children to find other things that match the color of the inside of their apples.

On other days, take different fruits--oranges, peaches, bananas--on your walk.



Burrow Walk

Go for a walk with children and look for animal homes in the ground. Look for rather large holes, but do NOT stick hands or feet down inside. Do NOT disturb animal shelters. Find clues from different animals in your neighborhood by looking for gnaw marks on trees and bushes.

◆ Groundhogs live in deep burrows with several compartments (rooms). Usually these burrows are found on the edge of wooded areas.

◆ Another animal that burrows is the rabbit. Rabbits' homes are called warrens and have many rooms and more than one entrance.

◆ Moles live underground. You may be able to find evidence of moles by the softness of the ground above the trails they dig.



Collage Walk

Take a walk around the neighborhood with your children and pick up different natural objects. Give children paper or plastic bags in which to keep their find.

After the search is over, invite children to sort what they found by grouping similar ones together in some way. Many items may be slightly different from each other: leaves with different colors, leaves with different shapes, and bark with different texture. Help each child decide on the categories she wants to use for making a collage.

Encourage each child to decide on a title for her collage. Then invite her to arrange the items she found on the cardboard. She may decide to put all smaller objects close together or she may spread them out. Let children glue the items in place when their designs are complete.



Concept Walks

Give your walks different themes depending on what you are studying with your children.

◆ Go for a Big and Little Walk. Give children paper bags or buckets and challenge them to find items that come in different sizes. They could find a big leaf and a little leaf; a big rock and a little rock. They could also observe things that cannot be brought back: a big car and a little car; a big house and a little house.

◆ On a Tall and Short Walk, ask children to point out items that are taller than they are when you set out and items that are shorter than they are on your way back.

◆ Give each child the same construction paper or cardboard shape—circle, triangle, rectangle. Challenge children to find items in that shape on your walk. When you get back, invite children to turn the shape into one of the items they pointed out with the help of crayons, markers, and collage materials.



BIRD WALKS

Bird Feeding Walk

Invite children to go with you on a walk to feed the birds.

Ask them where they think the birds might be and how they think the birds get their food.

At the feeding place, encourage children to scatter some birdseed. Challenge them to stand quietly so that the birds will not be afraid to come eat the seeds.

Use a bird guide to name the birds that come. Talk with children about their colors and sizes.

Look at books on birds at a later time, and see if children remember any of the birds they fed!



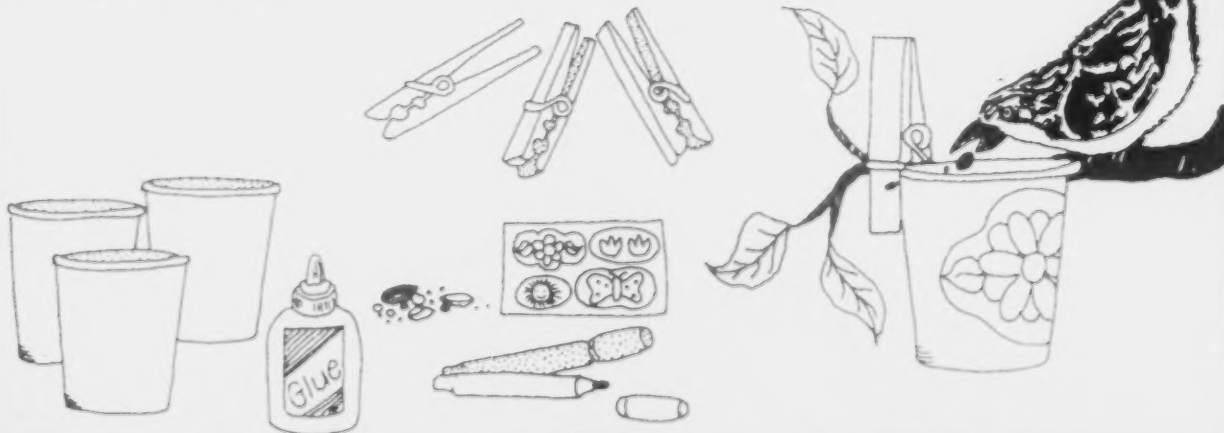
Bird Seed Basket

Feeding and observing birds with children is a great way to help them form connections with nature.

You'll Need: small (bathroom) paper cups (non-waxy) ▲ spring-type clothespins ▲ stickers ▲ markers ▲ glue or tape ▲ birdseed

What to Do:

1. Invite each child to decorate a cup with markers and stickers.
2. Help children to glue or tape clothespins to the sides of their cups.
3. Show each child how to fill his cup with birdseed and clip it to a tree branch or bush.
4. Together, watch the birds feed.



BOOK CORNER: IN THE

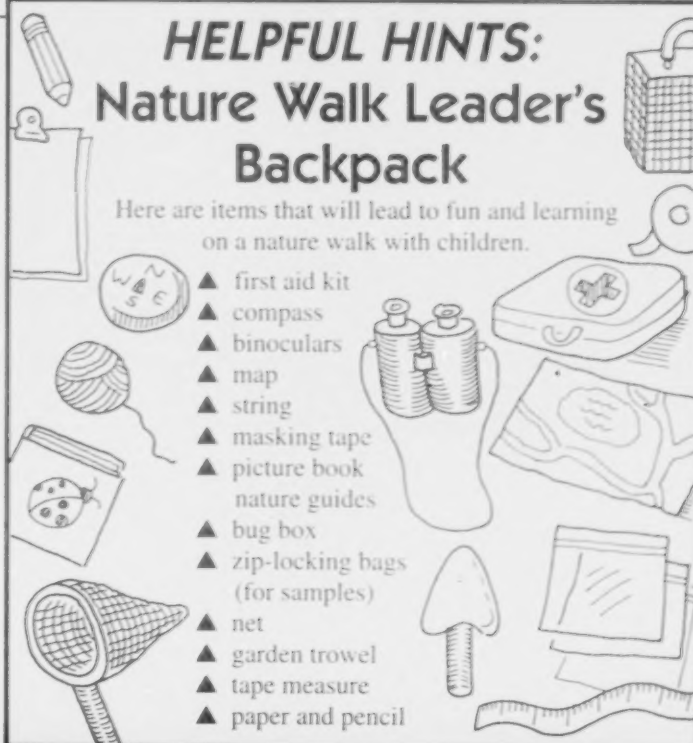
- 1 *My Spring Robin* by Anne Rockwell (Simon & Schuster)
- 1 *Planting a Rainbow* by Lois Ehlert (Harcourt Brace)
- 1 *Vegetable Garden* by Douglas Florian (Harcourt Brace)
- 1 *Spring Is Here* by Tara Gomi (Chronicle)



HELPFUL HINTS: Nature Walk Leader's Backpack

Here are items that will lead to fun and learning on a nature walk with children.

- ▲ first aid kit
- ▲ compass
- ▲ binoculars
- ▲ map
- ▲ string
- ▲ masking tape
- ▲ picture book
- ▲ nature guides
- ▲ bug box
- ▲ zip-locking bags (for samples)
- ▲ net
- ▲ garden trowel
- ▲ tape measure
- ▲ paper and pencil



INFANT CARE: Taking a Walk with Baby

As you take a walk with your children, be sure to talk to babies about all that they are experiencing.

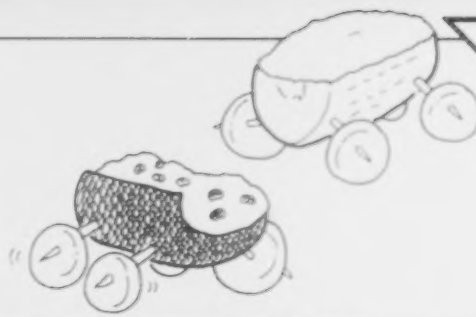
- ◆ Describe what the baby is experiencing:
"Do you feel the wind on your face?"
- ◆ Describe how the baby is feeling:
"You like it when I tickle you with this leaf."
- ◆ Talk about concepts that the baby will learn some day.
Point up and say: "Look up in the sky and see the birds."
- ◆ Encourage babies to use their senses:
"Listen to the wind chimes." "Smell the flowers."
"Feel the soft pussywillow on your cheek."
- ◆ Build baby's self-confidence:
"You are learning so much as we walk along."
"What a good listener you are!"



Ideas: Jeannine Perez, Karen Stephens

Art: Debby Dixler, Catherine Minor

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For People Who Care for Young Children

CARS AND TRUCKS AND BUSES

Children love cars and trucks and things that go. This is the perfect time of year to go out with children and learn about the many vehicles on the road. Help them explore the world of wheels through art, music, science, and even cooking.

WHEELS ON PAPER

Even your very young children can participate in an art activity with unexpected tools—toy cars and trucks!

You'll Need:

- ◆ tempera paints ◆ shallow trays
- ◆ paper ◆ small plastic cars and trucks ◆ soap and water

What to Do:

1. Pour a small amount of paint into a shallow tray. Place a toy car and truck into the paint.
2. With a sheet of paper in front of each child, invite him to pick up the vehicle and drive it across the paper.

3. Show him how to reload the car's tires with paint again to continue making prints.

4. Use several vehicles and colors of paint. Encourage children to roll the cars and trucks in many directions on the paper. Clean up is easy with a little soap and water.

5. As you are painting, sing this fun song together. (Tune: "The Wheels on the Bus"):

The wheels on my car go round and round,

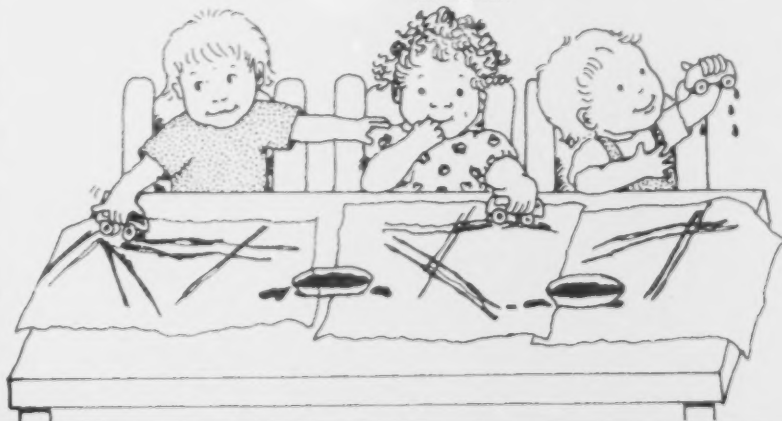
Round and round, round and round.

The wheels on my car go round and round,

Painting across the paper.

Substitute "truck" in the next verse.

6. Go outdoors and look at the tires of a real vehicle together. What do the treads look like? Compare them to the tracks in the paintings. Are they the same or different?



WALK OF THE WEEK: Transportation Walk

Take a walk on a lovely day to help your children learn about different modes of transportation.

You'll Need: ▲ a cardboard clipboard ▲ paper ▲ stiff cardboard ▲ paper clips ▲ string (optional) ▲ pencil ▲ crayons or markers ▲ stapler

What to Do:

1. Prepare the clipboard by clipping several sheets of paper to the cardboard with paper clips. If you wish, you can use a bit of string to tie the pencil to one of the paper clips.
2. Take your children on a walk and focus on the different kinds of transportation you see. Challenge them to find as many kinds of transportation as they can.
3. As they name the different kinds of transportation, write these on separate pieces of paper.
4. When you get back inside, encourage children to draw a picture for each item they saw that you wrote down. They may wish to dictate or write about each one as well.
5. Staple the sheets together to make a group Transportation Book. Invite children to "read" the book to each other.

FUN WITH CARS

LICENSE PLATE RUBBINGS

Capitalize on your children's interest in cars and trucks to introduce and help them practice recognizing numbers and letters.

You'll Need: paper ♦ crayons ♦ vehicles

What to Do:

1. Take a look at the license plate of your vehicle(s) with children. Point out letters, numbers, and the state name.
2. Place a piece of paper over the plate and encourage children to rub with a peeled crayon. The symbols will appear clearly on the paper.
3. Invite children to make a number of rubbings from different plates. Write a note on each sheet about the vehicle from which a child took the rubbing.
4. Help children compare license plates from cars, trucks, motor cycles. How are they the same? Different?



MARBLE RACE TRACK

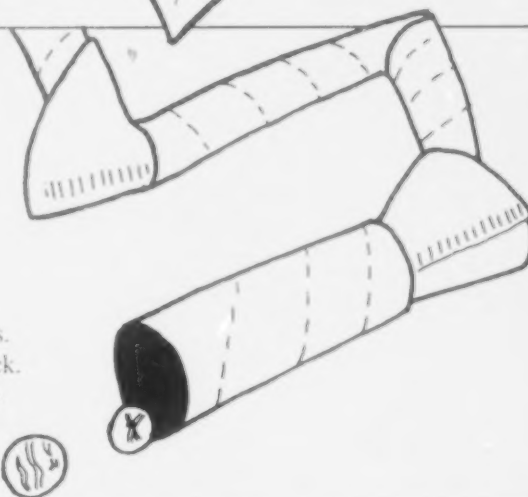
This game will have everyone giggling together as children manipulate this crazy tube and watch the marbles travel!

You'll Need: tape ♦ cardboard tubes ♦ paper funnels

♦ large and small marbles

What to Do:

1. Help children build a "marble racetrack" by taping cardboard tubes together at odd angles.
2. Encourage them to add paper funnels to join some of the tubes.
3. Encourage children to invent different games with the racetrack. For example, they might let a large marble and a small one go through the course at the same time to see which one finishes first.



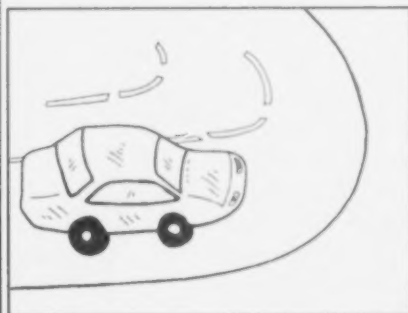
SPEEDWAY GAME

Make your own racetrack game, and, 1-2-3, you're off to some fun!

You'll Need: large sheet of paper ♦ markers ♦ dice ♦ small toy vehicles

What to Do:

1. On a large sheet of paper, draw an oval track with enough lanes for 3 or 4 cars.
2. Draw lines to section off each lane into spaces one car-length long. Make sure each lane has the same number of spaces.
3. Let players roll one die and advance the correct number of spaces. The first one to the finish line is the winner!
4. To make the game longer, increase the number of laps each car must make before the finish line.
5. To add a new twist, put a star on 2 or more spaces in each lane. When a player lands on that space, he draws a card with directions such as: "go back 1 space" or "flat tire--lose a turn."



MORE FUN WITH CARS

TRANSPORTATION MAP

Identify and discuss various modes of transportation as children move toy vehicles along a transportation map you make together!

You'll Need: piece of vinyl material (available at craft and fabric stores) ♦ nontoxic permanent felt-tip marker
♦ toy cars or trucks

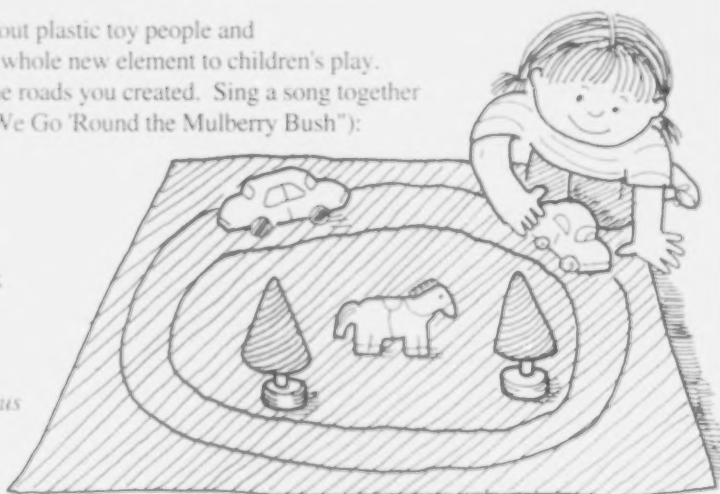
What to Do:

1. Make a permanent transportation map for children to play with. Use the felt-tip marker to draw roads on the vinyl—maybe a race track too! Be as detailed or as simple as you like.
2. Lay this map on the floor.
3. Invite children to gather toy vehicles. Setting out plastic toy people and animals on the Transportation Map can add a whole new element to children's play.
4. Encourage them to drive the vehicles along the roads you created. Sing a song together while you drive your vehicles. (Tune: "Here We Go 'Round the Mulberry Bush"):

*This is the way we drive a car,
drive a car, drive a car.*

*This is the way we drive a car
On our special road map.*

5. Sing other verses by changing the vehicle:
This is the way we drive a truck...
This is the way we drive the bus...
6. Talk with children: "What kinds of vehicles do you have?" "What type of car, truck or bus would you like to drive when you grow up?" "Do you know how to drive? Show me with your toy car."



SNACK RACERS

These edible racers will keep children's motors running!

Don't overlook the learning opportunities in foods.

Check out the colors, shapes, smells, and textures.

You'll Need: green pepper ♦ radishes ♦ raisins
♦ cucumbers peeled ♦ cherry tomatoes ♦ toothpicks
♦ plastic knife ♦ celery sticks ♦ cream cheese
♦ peanut butter

What to Do:

1. Help children wash vegetables and use plastic knives to cut them as follows: radishes into slices, cucumbers into slices and wedges, green pepper into wedges.
2. Encourage each child to spread a cucumber wedge with cream cheese to be the body of his racing car, to fill a green pepper wedge with cream cheese, or to fill a celery stick with peanut butter.
3. Show children how to attach radish and cucumber slice "wheels" with toothpicks. You can use cherry tomatoes as wheels, also.
4. Invite children to decorate their racers with raisins and more vegetables attached with cream cheese or peanut butter.

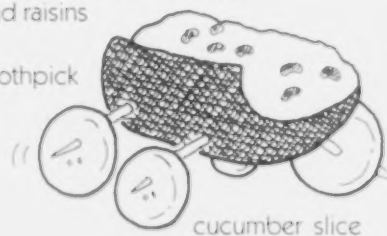
SAMPLE RACERS

cucumber wedge
with cream cheese



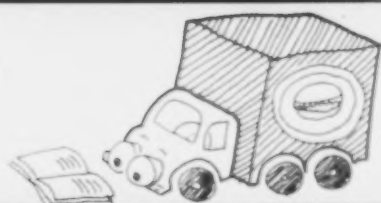
green pepper wedge
filled with cream cheese
and raisins

toothpick



BOOK CORNER:

IN THE



YOUNGER CHILDREN

- 1 *The Wheels on the Bus: An Adaptation of the Traditional Song* by Maryann Kovalski (Little, Brown)
- 1 *Cars and Trucks and Things That Go* by Richard Scarry (Golden)
- 1 *Miss Spider's New Car* by David Kirk (Scholastic)
- 1 *Go, Dog. Go!* by P. D. Eastman (Random House)

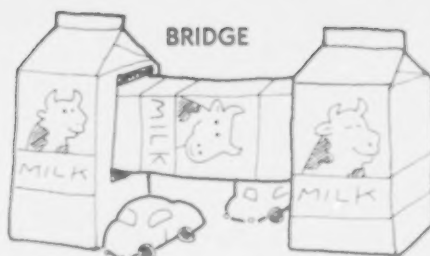
OLDER CHILDREN

- 1 *How Many Trucks Can a Tow Truck Tow?* by Charlotte Pomerantz (Random House)
- 1 *Emergency!* by Gail Gibbons (Holiday House)
- 1 *Night Driving* by John Coy (Henry Holt)
- 1 *Truck Song* by Diane Siebert (HarperCollins)

AFTER-SCHOOLER IDEA: Make Bridges to Cross



cut out



You don't need cement mixers and bulldozers to construct this project. Give children the opportunity to develop the concept of bridge making by using milk cartons.

You'll Need: 3 paper quart or 3 paper half gallon milk cartons ♦ scissors ♦ craft knife (ADULT USE ONLY) ♦ tempera paints (optional)

What to Do:

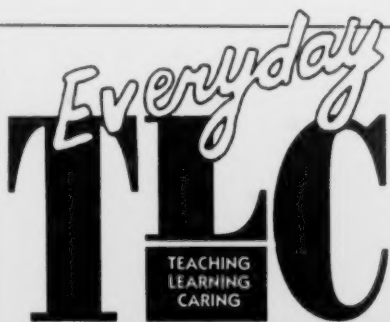
1. Invite children to cut away half of one side panel on two of the milk cartons.
2. Next cut away the top half of the third carton.
3. Challenge children to place the third carton in between the two openings.
4. Let them paint the bridge with tempera paints, if they wish.
5. Encourage children to use small toy cars to demonstrate their creations. Discuss how traffic flows under the bridge. In other cases, cars are on top and boats pass under the bridge on waterways.

VARIATION: To make a lift bridge, cut away the whole side panel on two cartons. Let children place the third carton in the cut-away sides. (Cut away the top half of the third carton as above.) Help them glue the two upright cartons to a piece of corrugated cardboard. Children can now lift and hold the bridge piece upright for boats or cars to go through.

Ideas: Jeannine Perez

Art: Catherine Minor, Nina Woldin, Debby Dixler

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YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and Gateway Community Technical College
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

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Over the course of a one-year subscription to *EVERYDAY TLC*, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA.* These same training modules have been approved for one hour each (total of 8 hours per year) toward your licensing hours in the following states:

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P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

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- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

PROFESSIONAL GROWTH

Part of being a true professional is always growing in your field. Early childhood professionals grow right alongside the children whose growth they nurture everyday. Read the article and then answer the questions below to help yourself evaluate your professional growth.

1. Tell how you chose to be an early childhood teacher/caretaker. _____

◆ How do you feel as an early childhood professional? _____

◆ What are the best parts of your work? _____

◆ What are the most challenging parts of your work? _____

◆ What would you like to change about your work? _____

◆ How would you begin to make these changes? _____

◆ What future plans do you have in early childhood education? _____

2. To be the best early childhood professional, you need to constantly assess yourself and your work. Look at the following list. Rate yourself as you think you are now. Write plans for improvement or development on a separate sheet.

◆ I use every opportunity to gain more knowledge of the early childhood field in general and child development in particular. ☐ yes ☐ need to improve

◆ I practice professional ethics all the time.

▲ I keep confidentiality. ☐ yes ☐ need to improve

▲ I am dependable. ☐ yes ☐ need to improve

▲ I show no bias. ☐ yes ☐ need to improve

◆ I stand up for appropriate early childhood practices.

▲ I avoid gossiping about children and/or parents. ☐ yes ☐ need to improve

▲ I speak out against inappropriate practices. ☐ yes ☐ need to improve

▲ I support others in the field. ☐ yes ☐ need to improve

◆ I evaluate my program and my work with the children:

▲ I provide an appropriate program for the ages of the children with whom I work; ☐ yes ☐ need to improve

▲ I keep the children's interests foremost in mind when planning; ☐ yes ☐ need to improve

▲ I know about growth and child development and make plans to include the needs of each individual child; ☐ yes ☐ need to improve

▲ I am a good role model for the children; ☐ yes ☐ need to improve

▲ I accept comments and criticism from colleagues, supervisors, and/or parents in a constructive way. ☐ yes ☐ need to improve

- ◆ I take care of myself:
 - ▲ I get enough rest and sleep to be at my best; ☐ yes ☐ need to improve
 - ▲ I eat the proper foods for maintaining health/energy; ☐ yes ☐ need to improve
 - ▲ I get regular exercise. ☐ yes ☐ need to improve
- ◆ I have personal interests/hobbies/activities that I enjoy and that keep my enthusiasm high. ☐ yes ☐ need to improve
- ◆ I work with groups of children that I enjoy being with (infants/toddlers/preschoolers). ☐ yes ☐ need to improve
- ◆ I have trusted family/friends/colleagues with whom I can talk and discuss problems. ☐ yes ☐ need to improve

3. Whether you care for children in a center, school or at home, you need to network with others who are doing the same kind of work. Discuss how you share with other early childhood practitioners: making observations of others at work, attending classes or in-service training, using others as resources, offering yourself as a resource to do workshops, training, substituting.

During the previous year:

- ◆ I have observed these programs: _____
- ◆ I have gotten early childhood educational information from _____
- ◆ I have met with the following people to discuss these early childhood problems and challenges: _____

- ◆ I have made myself available to other colleagues/programs/parents to _____

- ◆ I have joined and/or attended meetings for the following local, state or national early childhood professional organizations: _____

- ◆ I will make plans to carry out the following objectives for my professional growth: _____

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE





YOU'RE A PRO!

by Kathy Faggella



DID YOU KNOW that by reading *EVERYDAY TLC* monthly, you are taking another step as an early childhood **PROFESSIONAL**? That's right, you're using an excellent opportunity to improve your professional growth.

Does the term "PROFESSIONAL" set you back a little? It shouldn't. You can hold your head up high, put your shoulders back, and be proud because you are considered a professional in the early childhood field, if you:

- ◆ have made a commitment to care for children from birth to six (sometimes up to age 8) in a center, home-based or school setting and, in your professional life, you put the children and their families first.
- ◆ behave ethically by treating children and families in a positive way, by being sensitive to their feelings, listening, accepting individuality, being emotionally responsive and supportive, and being committed to bringing out their strengths and potentials. Of course, this also means keeping strict confidentiality in all child/family matters.
- ◆ take all opportunities to broaden your knowledge of the early childhood field by reading, attending various kinds of training (including workshops, in-service and college courses), and joining a professional organization (a local and/or national one).
- ◆ are getting, or already have, professional early childhood credentials, such as a CDA, early childhood certification, associates' degree, state license, or national accreditation.

◆ have contributed some sort of service to the early childhood profession; for example, sharing ideas with others in the field or 'educating' parents about the best early childhood practices.

So now that you know you are an early childhood professional, think about what that means. First of all, **YOU ARE NOT ALONE!** Whether you care for children in your home or work in a center-based program, you can be counted among the hundreds of thousands of caregivers throughout the country who are working in just the same way.

You can find an organization that will put you in touch with others just like you. Through regular, local meetings with speakers, workshops or discussion groups, you can gain knowledge, compare/share ideas and philosophy, and work on challenging problems. By reading, watching videos, or joining a national organization, you can learn what others are doing. You are one part—and an important part—of a very large profession in this country.

Secondly, **YOU HAVE A RESPONSIBILITY TO THE PROFESSION** to attain and maintain the highest standards of integrity and professional development. No matter what setting you're in—a center, group, school, or at home—you are on a national team, always trying to keep up the quality of child care. And others need to know it! You need to let legislators know how important the early childhood years are and why they should be given special consideration. You need to let parents and the

general public know what an important job we are all doing for the sake of our future generations.

Thirdly, as a professional, **YOU HAVE A RESPONSIBILITY TO CARE FOR YOURSELF.** Although you always put the children and parents first in your professional life, you still need to take care of yourself. You give of yourself all the time with your energy, your constant care, and your commitment. Many people—your family, clients, colleagues—depend on you to be there for them. You need to keep physically fit with good foods, adequate rest, and exercise. You need to have a positive emotional outlook and be able to talk things over with a trusted person. You need to keep yourself interested and intellectually stimulated to be able to do and be the best for all.

Being an early childhood professional has many responsibilities, but isn't wonderful to be counted as one of such a distinguished group of people!

Being a professional in any occupation means that you can't just stand still and be content with the 'status quo'—keeping things the way they always are and always will be. Everyday you'll see new challenges; everyday you see new opportunities.

Review your short and long term goals and constantly assess what you do. You need to muster up the courage to do what is right and know when and how to make changes. As you read and do the activities in *Everyday TLC*, think about yourself as the professional you are and/or want to be. Good luck!

PLANS FOR MAY

Activity	Week of May 1	Week of May 8	Week of May 15	Week of May 22
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				

BOOKS TO READ

FUN WITH BUBBLES

- 📖 *Benny's Big Bubbles* by Jane O'Connor (Putnam)
- 📖 *The Tub People* by Pamela Conrad (HarperCollins)
- 📖 *Gilberto and the Wind* by Marie Hall Ets (Penguin)

MOTHER'S DAY

- 📖 *Mama, Do You Love Me?* by Barbara Joosse (Chronicle)
- 📖 *Are You My Mother?* by P. D. Eastman (Random House)
- 📖 *A Mother for Choco* by Keiko Kasza (Putnam)
- 📖 *Is Your Mama a Llama?* by Deborah Guarins (Scholastic)

SPRING WALKS

- 📖 *My Spring Robin* by Anne Rockwell (Simon & Schuster)
- 📖 *Planting a Rainbow* by Lois Ehlert (Harcourt Brace)
- 📖 *Vegetable Garden* by Douglas Florian (Harcourt Brace)
- Spring Is Here* by Tara Gomi (Chronicle)

CARS AND TRUCKS

- 📖 *The Wheels on the Bus: An Adaptation of the Traditional Song* by Maryann Kovalski (Little, Brown)
- 📖 *Cars and Trucks and Things That Go* by Richard Scarry (Golden)
- 📖 *Miss Spider's New Car* by David Kirk (Scholastic)
- 📖 *Go, Dog. Go!* by P. D. Eastman (Random House)

TAKE A SPRING WALK

Spring is a wonderful time to take learning walks with your child. With young children, it's a good idea to practice for outside walks—inside—before you go.

Probably, you have been teaching your child safety rules from the beginning little by little. Talk together, before you leave home about the importance of listening to keep safe. A few gentle reminders when you are walking together is usually enough. If your child is not being a good listener or safe walker, turn right around and go home. Here is a game that will help your child be safe on a walk.

In a large space, invite your child to move around slowly or quickly, skipping, hopping, rolling, jumping... When you shout "FREEZE," direct your child to stop instantly. Do this with lots of laughter and as creatively as possible. "FREEZE" becomes a catch word that your child is aware of and obeys without thinking. On walks, if he is wandering, running ahead, or if you feel that he might run into traffic or some other danger, a quickly shouted "FREEZE" will stop your child short.

Apple Color Walk

Offer your child an apple to carry with him as you walk along. (Be certain to bring an apple along yourself.)

Tell him the name of the apple variety. Notice how each apple looks and feels. Pay particular attention to the apple's color.

As you walk along, invite your child to point out things he notices that match his apple's skin color.

As you snack on your apples, challenge your child to find other things that match the color of the inside of his apple.

On other days, take different fruits—oranges, peaches, bananas—on your walk.

Burrow Walk

Go for a walk with your child and look for animal homes in the ground. Look for rather large holes, but do NOT stick hands or feet down inside. Do NOT disturb animal shelters. Find clues from different animals in your neighborhood by looking for gnaw marks on trees and bushes.

◆ Groundhogs live in deep burrows with several compartments (rooms). Usually these burrows are found on the edge of wooded areas.

◆ Another animal that burrows is the rabbit. Rabbits' homes are called warrens and have many rooms and more than one entrance.

◆ Moles live underground. You may be able to find evidence of moles by the softness of the ground above the tunnels they dig.



RECIPES THAT MOM WILL LOVE

BIRD'S NEST EGG SALAD

You'll Need: radishes ♦ celery sticks ♦ carrot sticks ♦ hard-boiled eggs
♦ lettuce or chicory ♦ assorted fresh vegetables ♦ mayonnaise to
moisten egg salad (optional) ♦ plastic strawberry boxes ♦ plastic knife

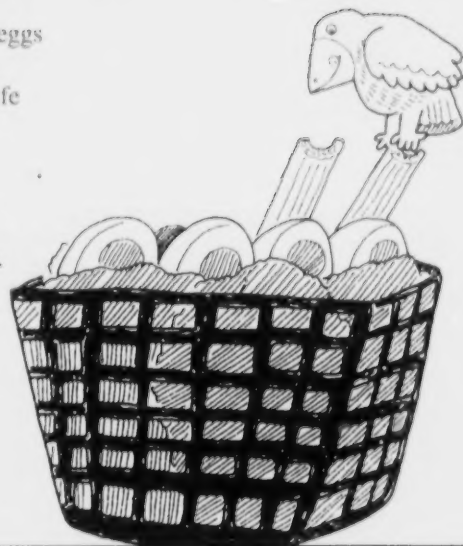
What to Do:

1. Invite your child to line a strawberry box with lettuce or chicory.
2. Encourage her to fill the box with chopped egg salad or sliced egg.
3. Help her add assorted fresh vegetables.
4. Teach your child the following song to sing as you enjoy this salad.

(Tune: "Bingo")

*A blue bird sang a little song,
And Tweetie was his name-o,
Tweet, tweet, tweetie-o,
Tweet, tweet, tweetie-o,
Tweet, tweet, tweetie-o,
And Tweetie was his name-o!*

You can change the color or name of the bird and sing it again!



APPLESAUCE MUFFINS

You'll Need: 1 cup softened margarine ♦ 2 cups sugar
♦ 2 eggs ♦ 3 tsp. vanilla ♦ 4 cups flour ♦ 1 tsp. cloves
♦ 2 tsp. allspice ♦ 1 Tbsp. cinnamon ♦ 2 tsp. baking
soda ♦ 1 lb. applesauce ♦ mixing bowl ♦ measuring
cups and spoons ♦ mixing spoon ♦ muffin tins

What to Do:

1. Look over all the ingredients with your child, pointing out letters and numbers on the packaging.
2. Invite your child to cream together the margarine, sugar, eggs and 1 tsp. of vanilla.
3. Help him measure and mix together the flour and spices. Let him add these to the creamed mixture.
4. Show your child how to blend 2 tsp. vanilla into the applesauce along with the baking soda.
5. Add these to the batter. The batter will be stiff, so encourage your child to mix it well.
6. Demonstrate how he can spoon the batter into the muffin tins. Bake at 400°F for 12 minutes.
7. Remove the muffins from the oven. Cool and enjoy them together. (Makes 3-4 dozen)

RAINBOW MINTS

You'll Need: 3 1/2 to 4 cups powdered sugar
♦ 2/3 cup condensed milk ♦ 1/2 teaspoon
peppermint or spearmint extract ♦ large bowl
♦ cookie sheet ♦ waxed paper ♦ pastel blue,
pink, green, or yellow food coloring (optional)
♦ fork

What to Do:

1. Encourage your child to mix the sugar, condensed milk, and food coloring together in a large bowl.
2. Let her knead in the extract and powdered sugar. Allow lots of time for this step because children will really enjoy the sensations of mixing and patting the dough.
3. Help your child roll the mixture into one-inch balls and use a fork to flatten and press designs into the mints.
4. The mints will dry overnight when they are laid on a cookie sheet covered with waxed paper.

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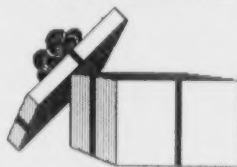
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For People Who Care for Young Children

WHAT DOES MEMORIAL DAY MEAN?



Today we celebrate Memorial Day, a tribute to those who have died for our country in foreign wars. Your children may hear talk about death or visit a cemetery as part of family remembrances. The subject of death may come up in your discussions or children's play this week. Think about your own feelings on the subject and be prepared to answer questions simply, making sure that you can separate your own beliefs from facts.

If death should enter a child's world, whether it is a relative, friend, or a pet, he needs your warmth and patience in order to deal with the experience in a healthy way. First talk to his parents about the facts and feelings of the whole family. It is important for you to help the child come to an understanding of what has happened and to work through the grief of separation, keeping in mind what parents are doing and feeling. Encourage them to share their grief with their child. It helps everyone to talk to someone, and children can be sympathetic listeners. The joy of loving and

the pain of parting are both parts of real life, a life we want to help our children live to its fullest.

Our natural instinct is to protect children from the pain and sorrow, but avoiding the issue of death can do more harm than good. Children need to talk about the loved one who has died, perhaps even to see him or her in death in order to process the experience, mourn, and finally let go. In this instance, a child's needs are much like an adult's.

Both during and after the experience, be open to all of a child's questions. Take them seriously, even if the child appears to be acting silly when he asks them. This may be due to nervousness or grief or both. Talk together about the person or pet's life.

The child might like to make a **memory book**. This book can include pictures by the child of special times shared with the deceased and favorite things such as books, songs, games and foods that they enjoyed together. Ask parents for a favorite photograph of the child and the deceased together for the cover. Making a

book like this is usually more meaningful than the end result. Be sure that parents understand that the child may wish to put this book away. Respect his feelings.

Since young children have not yet developed a real sense of time, the child may become very concerned that you or he or one of his parents will die soon. After all, a deceased relative may have been very elderly, but that term has no meaning for him. You are old in comparison to him. It is better to show, rather than tell, him that the person or pet in question lived "a long, long time" if they were elderly. Make a time line with the child showing significant times in his life, and perhaps that of the elderly relative. Show him what a "long, long time" really looks like.

When dealing with the death of a pet, many children need the ritual of a little service and some kind of burial to help them separate from a beloved animal. The child might want to compose a poem about his pet and then construct a little grave marker with natural materials such as stones and wood scraps.

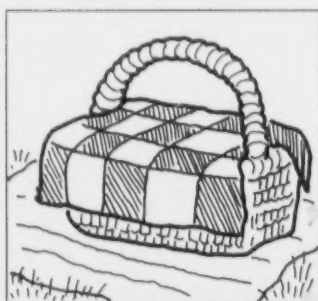
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MEMORIAL DAY PICNICS: FOOD AND FUN

Children love picnics! And picnics are even more fun—and full of learning—when children help you plan and prepare for them. Here are some PICNIC BASICS to make your next outing a huge success.



- ◆ Plan and pack ahead. Remember tissues, wipes, bandages, something to sit on and some place to eat. Also take emergency cards, change for a phone call, a camera, and a good book to share.
- ◆ Talk with children about your planned picnic before you leave so children get excited and feel part of the planning.
- ◆ Food should be simple and easily prepared by children. If you plan a picnic using the suggestions on the following page, you will have to make the tuna and mini-macaroni salad and cut up the hard vegetables and fruits with a sharp knife. But pre-schoolers can slice soft veggies and fruits with plastic knives, scoop out lemons and kiwi, assemble the kabobs, and scoop the salads onto plates.
- ◆ Food can be carried by you in a basket, bucket or backpack--or by children in individual bags or boxes. If you are not traveling far, each child could pack her own finger foods in the compartments of an egg carton.
- ◆ It often works well to have one blanket for food and another one or two to sit on. Small children love to crowd to the middle of a blanket of food, and it is discouraging to have someone sitting on bananas.



PICNIC LEARNING

MATH

- ▲ As they prepare the food, help children notice **shapes** such as cucumber circles, blueberry and grape spheres, and cheese cubes.
- ▲ Let children **count** the number of fruits they put into the mini bowls.
- ▲ Invite children to make **patterns** of ham and cheese on the kabobs.
- ▲ As children help you pack the picnic basket, let them make sure that there are enough plates, cups, and utensils for everyone (one cup for Jim, one for Kwan...). This skill is called **one-to-one correspondence**.

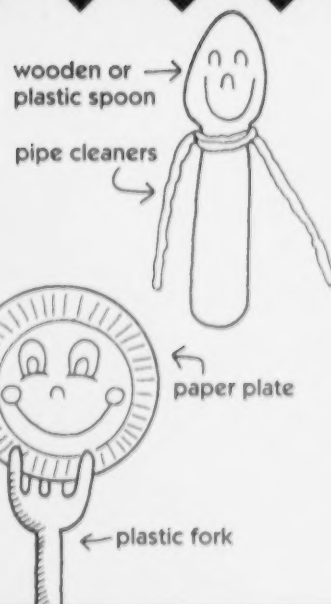
MUSIC

As children make the mini-fruit bowls, let them sing the following song (Tune: "Ten Little Indians"):

*One little, two little, three little melon balls;
Four little, five little, six little blueberries;
Seven little, eight little, nine little apple chunks;
Ten little grapes in the bowls.*

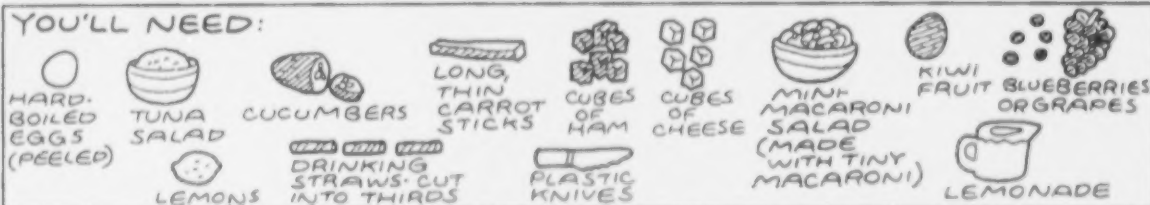
ART/DRAMATIC PLAY

After the picnic, use extra picnic supplies to make simple puppets. Let children put on a puppet show.



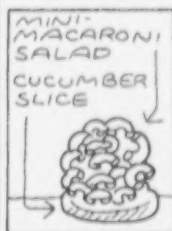
MINI PICNIC FOODS

YOU'LL NEED:



WHAT TO DO:

1.



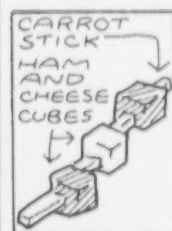
Have children slice the cucumbers to make MINI-PLATES. Put a scoop of the mini-macaroni salad on the cucumber "plates."

2.



Slice eggs in half lengthwise, scoop out yolks and add either tuna or mini-macaroni salad. Whites will be MINI-BOWLS for the tuna or macaroni salad.

3.



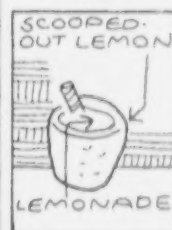
Make KABOBS by pushing ham and cheese cubes onto the carrot sticks.

4.



Make MINI-FRUIT BOWLS by slicing a kiwi in half, scooping out the center pulp and cutting it into cubes. Combine with blueberries or grapes and put it back in the kiwi shell. Trim a little of the bottom to make a stand.

5.



Cut lemons in half, scoop out the pulp, and add it to the lemonade. Trim the bottom of the lemon to make it stand. Pour in lemonade, add the tiny straw, and sip.

6.



Make sure you invite a PUPPET to your picnic!

Taken from *Hands-On Cooking Through the Seasons* by Kathy Faggella (First Teacher Press)

One way to help children deal with the subject of death is to read aloud some stories which feature death, dying, or elderly people and then talk about the feelings of the characters. This may be easier for some children than talking about their own feelings. Here are some suggestions:

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*****ALL FOR ADC 604
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CHILDRENS RESEARCH CTR
51 GERTY DR
CHAMPAIGN IL 61820-7453

YOUNGER CHILDREN

- 1 *I'll Always Love You* by Hans Wilhelm (Crown) In this gentle, moving story, Elfie, a dachshund, and her special boy progress happily through life together. One morning Elfie does not wake up. The family grieves and buries her. The watercolor illustrations, tender and warm in color and mood, complement the simple text.
- 1 *The Dead Bird* by Margaret Wise Brown (HarperCollins) There is a little bird lying on its side. Its eyes are closed and there's no heart beat. The children are very sorry, so they decide to say good-bye. In the forest, they dig a hole for the bird, and cover it with warm ferns and flowers. Finally, their sweet song sends the little bird on its way.
- 1 *The Tenth Good Thing About Barney* by Judith Viorst (Simon & Schuster) "My cat Barney died this Friday. I was very sad. My mother said we could have a funeral for him, and I should think of ten good things about Barney so I could tell them...." But the small boy who loved Barney can only think of nine. Later, while talking with his father he discovers the tenth—and begins to understand.

OLDER CHILDREN

- 1 *A Gift for Abuelita: Celebrating the Day of the Dead* by Nancy Luenn (Northland Publishing) After her beloved grandmother dies, Rosita hopes to be reunited with Abuelita as she prepares a gift to give her when her family celebrates the Day of the Dead.
- 1 *Bridge to Terabithia* by Katherine Paterson (HarperCollins Children's Books) The life of a ten-year-old boy in rural Virginia expands when he becomes friends with a newcomer who subsequently meets an untimely death trying to reach their hideaway, Terabithia, during a storm.
- 1 *Annie and the Old One* by Miska Miles (Little, Brown & Company) When Annie's Navajo grandmother says that when Annie's mother's rug is completely woven that the grandmother will die, Annie tries to hold back time by unraveling the rug in secret.
- 1 *Missing May* by Cynthia Rylant (Dell Publishing) After the death of the beloved aunt who has raised her, twelve-year-old Summer and her uncle Ob leave their West Virginia trailer in search of the strength to go on living.
- 1 *Nana Upstairs and Nana Downstairs* by Tomie dePaola (Penguin Putnam Books for Young Readers) Tommy loved his family's Sunday visits to his grandmother, Nana Downstairs, and his great-grandmother, Nana Upstairs. When Nana Upstairs dies, his family's closeness helps him to accept her death.
- 1 *Sadako* by Eleanor Coerr (Putnam) Japanese legend holds that if a person who is ill makes a thousand paper cranes, the gods will grant that person's wish to be well again. Hauntingly beautiful illustrations by Caldecott-medalist Ed Young enhance the story of Sadako, a young girl dying of leukemia as a result of the atom bombing of Hiroshima. The poignancy of Sadako's brave struggle will touch children of all ages in this revised version of Eleanor Coerr's classic novel.

Ideas: Kathy Faggella

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

FLUTTERING EVERYWHERE

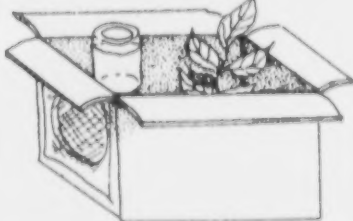
RAISING BUTTERFLIES

You'll Need:

- a small jar of water
♦ a large cardboard box ♦ tape ♦ stapler
♦ cheesecloth ♦ rubber bands
♦ cotton

What to Do:

1. If you and your children spot a caterpillar on a plant, take both the plant and the caterpillar back to your program. (Look on milkweed plants.)
2. Help children cut an opening in a box and cover it with cheesecloth.
3. Help them tape, staple, or use a rubber band to hold the cheesecloth in place.
4. Invite children to place a jar of water along with the plant and the caterpillar into the box, packing cotton around the plant to keep it upright.
5. Close the lid of the box.
6. Encourage children to watch the development of a butterfly. When the adult emerges from its chrysalis, wait a day for its wings to dry and then release it.

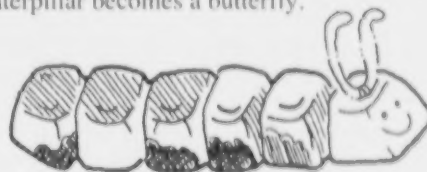


EGG CARTON CATERPILLAR

You'll Need: cardboard egg carton ♦ pipe cleaner ♦ paint ♦ small brush ♦ markers or crayons ♦ scissors (ADULT USE ONLY) ♦ tape

What to Do:

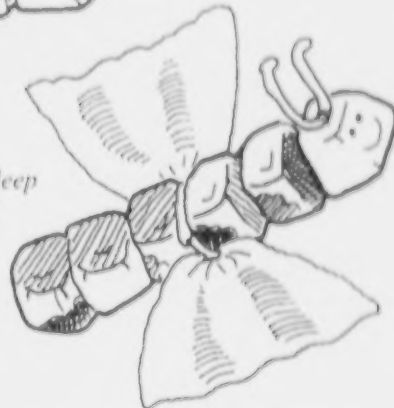
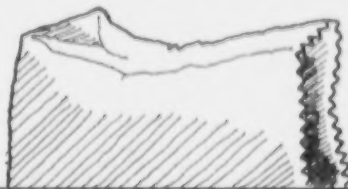
1. Cut the egg carton bottom in half lengthwise. This will become the caterpillar's body.
2. Invite children to use a pipe cleaner folded in half for antennae. Decide which end will be the head and help them tape it on.
3. Encourage children to use paint, markers, or crayons to decorate the caterpillar's face and body with patterns and designs.
4. Children can use the egg carton caterpillar to act out the life cycle of the caterpillar/chrysalis/butterfly. A paper lunch bag can be used as a chrysalis. Add tissue paper wings held in place by a pipe cleaner when the caterpillar becomes a butterfly.



CATERPILLAR SONG

(Tune: "Pop Goes the Weasel")

*Up and down the flower stalk
the caterpillar inches by.
He spins a bed and snuggles to sleep
and OUT POPS A BUTTERFLY!*



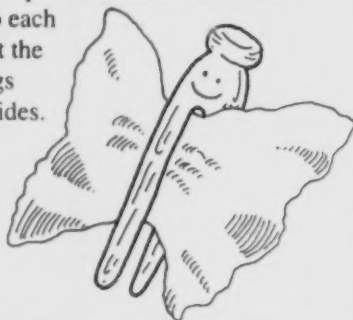
WAITING FOR BUTTERFLIES TO EMERGE...

CLOTHESPIN BUTTERFLIES

You'll Need: several colors of tissue paper ♦ glue ♦ scissors ♦ peg-style clothespins ♦ markers

What to Do:

1. Decide how many butterflies you want to make, and cut out a square of tissue paper approximately 8 by 8 inches for each one.
2. Let children cut or tear some other tissue paper into bits and then help them glue these bits onto the squares.
3. Let the glue dry.
4. Encourage children to use markers to decorate each butterfly clothespin body.
5. Show them how to push the decorated tissue paper square into each clothespin so that the tissue paper wings fan out on both sides.

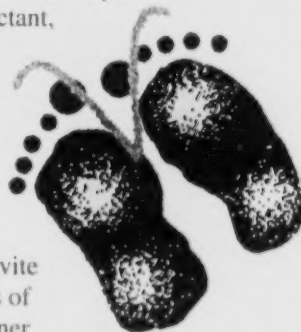


FOOTPRINT BUTTERFLIES

You'll Need: tempera paint ♦ paper ♦ brush ♦ pipe cleaners

What to Do:

1. Begin by talking about butterflies and their colorful wings with children. If possible, look at real butterflies together or at pictures.
2. Tickle children's feet with a dry paintbrush. Then paint one foot at a time and print onto paper so the prints are side by side. (If children are reluctant, try having them paint your feet first. Then you'll have a big butterfly and several small butterflies.)
3. Allow to dry and invite children to add dots of paint and pipe cleaner antennae to complete the butterflies.



BUTTERFLY FAN

You'll Need: paper plate ♦ scissors ♦ craft stick or plastic drinking straw ♦ crayons and markers ♦ glitter paints (optional)

What to Do:

1. Help children cut butterfly shapes from paper plates.
2. Invite them to decorate the butterfly shapes.
3. Using tape, attach each butterfly to a craft stick.
4. When finished, encourage children to "fly" to a real or pretend garden. Play some music so the butterflies may flit and flutter with a rhythmic beat.



FLY LIKE A BUTTERFLY

Talk about caterpillars and butterflies and how they move by crawling slowly or flying in the air. Invite children to pretend to be caterpillars by lying on the floor and crawling on their stomachs. Now encourage them to make a cocoon or chrysalis by rolling into a ball and remaining motionless for a minute. Tell them to change slowly into butterflies and float in the breeze battling strong winds and settling on a 'flower.'



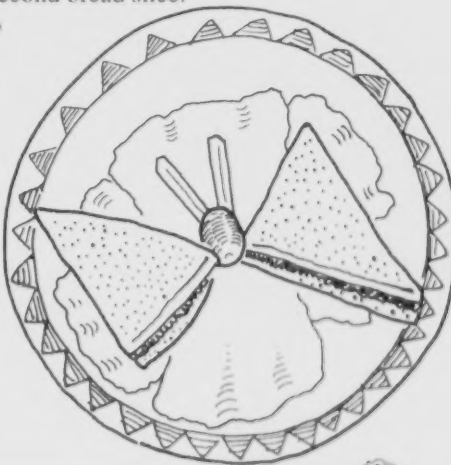


BUTTERFLY ON A PLATE

You'll Need: egg salad, tuna salad, peanut butter, jelly, or luncheon meats ♦ bread ♦ lettuce
♦ slices of cheese ♦ carrot sticks ♦ celery or olives ♦ plastic knife ♦ peeler

What to Do:

1. Let children help prepare a filling: egg salad, tuna salad, peanut butter and jelly, or luncheon meats and cheese.
2. Fill one piece of bread with a filling. Then top with a second bread slice.
3. Show children how to cut the bread diagonally into two triangles.
4. With children, create a butterfly shape with an olive or celery stick as the body and the sandwich triangles as wings. They might make some carrot curls with the peeler to decorate the wings or be antennae.
5. Place each sandwich on a plate. Add a lettuce ruffle, if a child wishes, to show that her butterfly is perched on a leaf.



YELLOW BUTTERFLY SONG



(Tune: "Twinkle, Twinkle, Little Star")

*Fragile, yellow butterfly,
Like a flower in the sky.
Are you smiling as you roam?
Do you know your way back home?
Fragile yellow butterfly,
You're a flower in the sky.*

Repeat and have children pretend to be butterflies and flutter around as you all sing the song. Think up new lyrics for the "Fragile yellow butterfly" line. For example, you could sing about a "pretty little robin bird" or a "graceful little morning dove."



BOOK CORNER:

IN THE

- 1 *The Lamb and the Butterfly* by Arnold Sundgaard (Scholastic)
- 1 *The Very Hungry Caterpillar* by Eric Carle (Putnam)
- 1 *Butterflies* by Gail Saunders-Smith (Capstone)
- 1 *Where Butterflies Grow* by Joanne Ryder (Dutton)



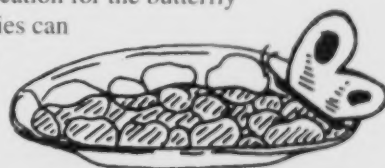
HELPFUL HINT: Observe Butterflies

MAKE A BUTTERFLY DISH

You'll Need: a shallow weatherproof dish ▲ rocks or pebbles
▲ water

What to Do:

1. Discuss with children the importance of water for all living things.
2. Invite them to place rocks and pebbles in the shallow dish. When they add water, the rocks will need to be partially exposed to serve as landings for the butterflies.
3. Decide together on a location for the butterfly dish so that the butterflies can easily be observed and enjoyed.



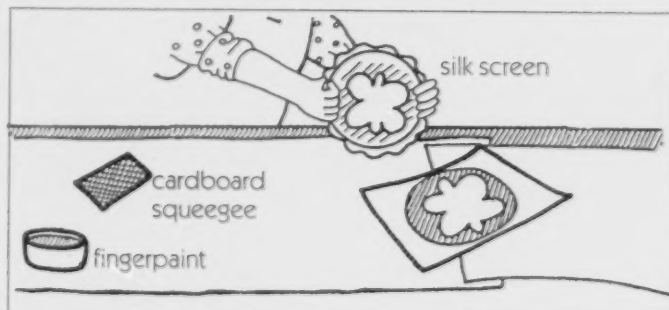
AFTERSCHOOLER IDEA: Create Butterfly Art

SIMPLE SILK-SCREENED BUTTERFLY

You'll Need: medium-sized embroidery hoop ◆ old nylon stocking (no runs) ◆ squeegee or small piece of heavy cardboard ◆ fingerpaints ◆ drawing paper ◆ masking tape ◆ newspapers ◆ scissors

What to Do:

1. Cut a piece of nylon stocking about 2" larger than the embroidery hoop.
2. Make the silk screen by stretching the nylon piece into the hoop very tightly. Screw the hoop together securely.
3. Help children cut a simple butterfly shape from a piece of drawing paper.
4. Place a full sheet of paper on top of the newspapers; then place the butterfly cutout on the paper. Finally, place the screen against the butterfly.
5. Put some fingerpaint on the screen and invite children to use the "squeegee" to spread it completely and evenly over the whole screen.
6. Remove the screen and the butterfly shape, which will probably stick to the screen. You could leave it there to make more silk screen paintings.
7. Dry the silkscreen painting.
8. Wash the screen with water to clean.



Ideas: Jeannine Perez, Kathy Faggella

Art: Catherine Minor, Debby Dixler, Nina Woldin

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For People Who Care for Young Children

HOW DOES YOUR GARDEN GROW?

Take your group outside this summer to plant, tend, and harvest a vegetable garden. In the process, children will explore a new environment, expand their language skills, solve problems, and learn some basic science concepts.

Getting Started

Begin with children's books that feature vegetables. A favorite is *The Tale of Peter Rabbit* by Beatrix Potter (Scholastic), with Peter squeezing under the gate to taste some lettuce, green beans, radishes, and parsley from Mr. MacGregor's garden. (These are quick growing vegetables, good for a school garden!)

Other books include:

- ① *The Carrot Seed* by Ruth Krauss (Harper Festival)
- ① *Vegetable Soup* by Jeanne Modesitt (Aladdin Books/Macmillan)
- ① *Stone Soup* - a traditional French folk tale that you can act out and combine with a cooking project.

Discuss growing a garden.

Review the basic steps of planning, preparing the ground, laying out the garden, planting the seeds, tending the young plants, and harvesting.

Planning the Garden

Display fresh or plastic vegetables or large pictures of commonly grown vegetables.

Help children decide what

vegetables they want to grow in their garden. They might decide to select all of the ingredients for a dish described in one of their storybooks. Or you might grow the vegetables needed for a favorite cooking project you have done together.

One way to plan your garden is to have each member of the group vote for story-based vegetables. Have each child draw a picture of himself on a graph to register his vote.

POTATOES	CARROTS	PEAS	TOMATOES
	Kieran		
	Soledad		Tikara
Guiliana	Brent	Patricia	Iris
Carla	John	Hannah	Ruby

Preparing the Garden

Talk about how important it is for plants to have enough room to grow. Discuss how their roots spread out, absorbing food and water to make the plant grow big and strong.

Then have children act out how weeds can hurt the growth of a plant. Dress one child as a carrot. Make a simple costume sign by drawing a large carrot and

attaching it at the neck with string. Have headbands for five or six young weeds.

Have the "weeds" crowd the "carrot," taking its water and food. Pour paper raindrops from a plastic watering can, having the weeds grab as many as they can. The poor carrot doesn't get enough water. There is no room for it to grow.

Discuss where to put the garden. The plants need sunlight, good soil, and access to water. Take a walk around your outside area to have children help find an area that has all three.

NOTE: If you have no outside area, you can create container gardens in bushel baskets, clay pots, and so on.

Later, take the group out to the garden area to pull out the weeds and to turn the soil to make room for the new roots.



HOW DOES YOUR GARDEN GROW? *continued*

Laying Out the Garden

Measure your garden area and put a string on the floor to outline a corresponding space. Tell children that different plants need different amounts of space to grow well. Carrots, for example, only need a little room. Take out a 3-inch piece of cardboard with a picture of a carrot drawn on it. Place it inside the "garden" area. Green peppers like lots of room; show children a 24-inch square to represent the room needed for peppers. Repeat with all of the plants that you are planning to grow. Then decide how many

of each type of vegetable the group wants to grow. They may have to make choices; nine heads of lettuce can grow in the same space that one eggplant needs. (Have several cardboard board pictures for each vegetable so the group can change the arrangements as they discuss their choices.)

Once children agree on a plan, transfer the plan to paper and post it on the wall.

Planting and Tending the Garden

Show children how to cultivate the garden into rows, make a

furrow for the seeds and then drop the seeds into the furrow. Gently cover the seeds with topsoil and water. Let children visit the garden daily to water and weed.

Harvesting

The best part of the gardening project is harvesting the vegetables, washing them, and preparing them. Plan a celebration around the harvest. Reread the story that encouraged you to start a garden, prepare the food, and enjoy a very special meal.

Remember to take pictures of the grand finale.

LEARNING FROM THE GARDEN



Extend the gardening theme into all areas of your program.

◆ **Math: Seed Sort** Place large, dried seeds into a container and invite children to sort them by type. Kidney beans, dried corn, and chickpeas are easy to recognize and big enough to handle. (Don't do this with children who are still mouthing objects.)

◆ **Thinking Skills: Where Does It Come From?** Show children fresh fruits and vegetables and their dried counterparts. Have them guess which dried seed or fruit goes with which fresh food. Compare the pair, talking about the physical changes that have taken place.



◆ **Language/Reading Skills: Experience Chart** Have the group talk daily about their progress as young farmers. Chart their discoveries.



◆ **Language/Pre-Writing Skills: Individual Booklets** Make simple shape books with blank pages so children can draw and "write" about their experiences in the garden.



◆ **Language/Reading Skills: A Photo Essay** Take photos of each stage of the gardening project and assemble them into a photo album. Have different children dictate the captions.



◆ **Thinking Skills/Math: Sequencing the Photos** Have a second set of photographs made and use them for a sequencing activity. Mix up the pictures and ask children to reassemble them, from left to right, to tell the story of how children made their garden.

GROW IT AGAIN!

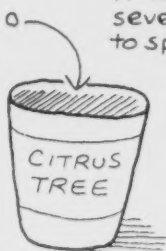
Eat these vegetables and fruits and use different parts to grow new plants.



CITRUS TREE

Plant orange, grapefruit, or lemon seed $\frac{1}{2}$ " deep in soil.

It will take several weeks to sprout.



ONION

Find an onion that is already sprouted. Plant in soil.



TURNIP

Cut pointed end from turnip. Scoop out, leaving sides about $\frac{1}{2}$ " thick. Hang in a sunny window and keep filled with water.



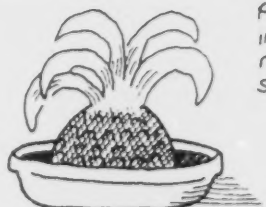
AVOCADO

Set large end of avocado seed in jar of water, using 3 toothpicks. Sprout in partial sunlight when the stem is about 4"-5" tall. Plant in soil.



PINEAPPLE

Cut off the top and trim 3 rows of bottom leaves. Let dry for 3 days. Plant 1" deep in soil. Keep moist and sunny.



Taken from *Concept Cookery* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

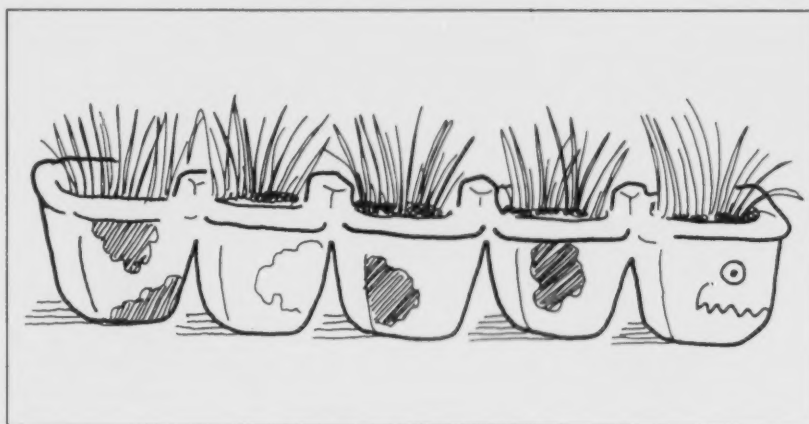
IN THE

FOR FATHER'S DAY

- 📖 *A Special Kind of Love* by Stephen Michael King (Scholastic)
- 📖 *Can't You Sleep, Little Bear?* by Martin Waddell (Candlewick)
- 📖 *Daddy and Me* by Neil Ricklen (Simon & Schuster)
- 📖 *Papa Tells Chita a Story* by Elizabeth Fitzgerald Howard (Simon & Schuster)
- 📖 *Where Is Papa Now?* by Celeste Conway (Boyd Mills Press)
- 📖 *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines (Houghton Mifflin)

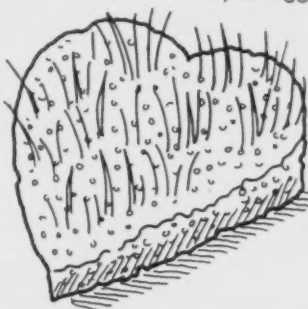
LIVING GIFTS FOR FATHER'S DAY

You'll Need: quick growing seeds: grass, mustard, parsley, etc. ▲ potting soil ▲ egg carton, margarine tub, ▲ milk carton ▲ sponges ▲ markers



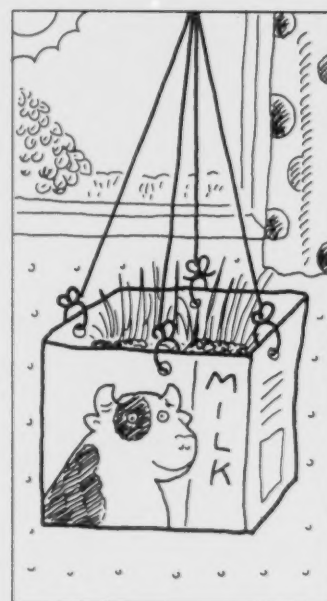
"Hairy" Creatures:

Draw faces on various containers. Add soil and lots of seeds for hair.
Try an egg carton dragon!



Sponge Shapes:

Sprinkle a cut-out sponge with plenty of seeds. Keep moist in a saucer of water.



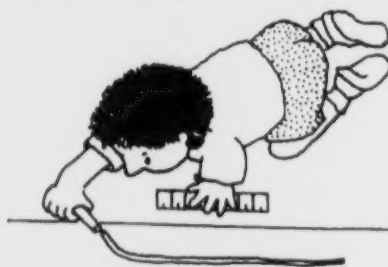
Hanging Gardens:

Poke 3 or more holes near the top of your container. Tie with string. Plant the seeds and hang near a sunny window.

Ideas: Susan Entz, Kathy Faggella

Art: Catherine Minor, DebbyDixler

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For People Who Care for Young Children

MATH IS ALL AROUND US

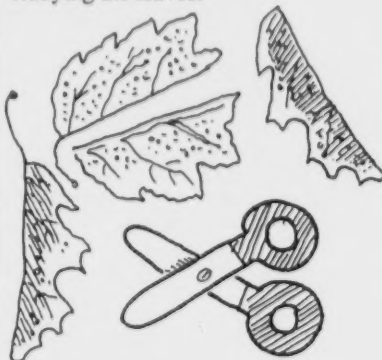
Whether city, town, or country, there are math concept games to be made and played. Take your learning outdoors and you immediately enlarge your children's world. Always begin your explorations with a question, "Look around and what do you see?"

- ▲ Perhaps there are steps to climb and **count going up and down**.
- ▲ Buildings have doors and windows of various **shapes and sizes**.
- ▲ Houses and streets are **numbered** going **higher and lower**.
- ▲ A street **divides** the houses with a **left and right** side. Some children may notice the **odd and even numbers** on **opposite** sides of the street.
- ▲ Children may be able to read the license plate **numbers** on cars.

From tree to flower, from stone to sand, the outdoors offers possibilities for children to collect, sort, and organize. Go on treasure hunts to collect leaves, seeds, twigs, and stones. On these trips, plan to gather many items. Don't forget to bring containers. Then help children play games with their natural treasures.



- ◆ Let children play the game of **Categories** with natural objects dumped in a heap. **Divide** the finds: separate seeds from leaves, sticks from stones. Next, **subdivide** according to variety: size, shape, length, etc. Leaves can be **sorted** according to type.
- ◆ This may be a good time for a **matching** game. Have each child take a leaf and then find other children who have the same kind of leaf. This is a handy method for **dividing** a group into **smaller groups**. For a simpler version, **divide** a leaf in **half** with scissors. Let children find the other **half** to make a **pair**. Have available a magnifying glass for **enlarging** and studying the leaves.



- ◆ Before throwing out the entire leaf collection, keep the best specimens between self-adhesive plastic and make a set of cards for variations of "Go Fish" and "Old Maid." If the odd card is an oak leaf, call it "Old Oak." You need two each of ten

different kinds of leaves. For "Go Fish," make sets of four cards; each set can be a different color if you make this game in the fall.

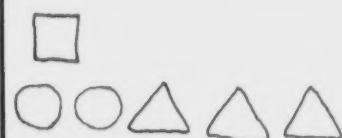
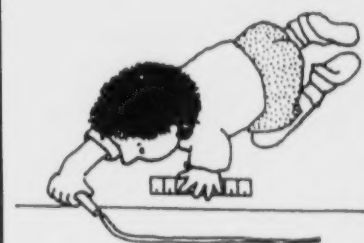
- ◆ Is there earth to dig (or wet sand)? Supply digging tools. Mark off an area so that children can dig individual holes. Have each child supply one stone for each hole to practice **one-to-one correspondence**. Have children **add** one stone for each year of their life. Let children fill holes and pile high with dirt to make birthday cakes topped with sticks for candles.



- ◆ For a greater challenge, ten stones in ten ditches side by side is an easy way to **count** to 100. Again, substitute whatever you can get a lot of—marbles, pine cones, star maple seeds. Acorns would be treats for squirrels if buried and discovered later in the winter.
- ◆ Create an outdoor market for pretend play: **large** stones for potatoes, **small** ones for peas, **smallest** grains of sand for sugar or salt, and dirt for pepper. Bring along **measuring cups**.

Sidewalk Math

Math deals with many concepts that are hard for children to understand. Children learn more easily through hands-on experiences than with symbols on paper. The following activities involve children in the "doing" of basic math concepts. They can be done on a sidewalk or blacktop in a driveway.



▲ **Line Drawings** This is a beginning measurement activity. Children also can practice their counting skills. Give each child a ruler and chalk or have them work in pairs. Use the ruler to make lines on the sidewalk. The line has to be a specific number of rulers long. For example, have children make a line three rulers long. Use the ruler as the unit of measurement instead of inches, centimeters, or feet.

▲ **Shape Drawings** Let children follow directions using rulers and chalk to make basic shapes and pictures. Use words such as: *right, left, under, over, in, and on* in your directions. A circle with a triangle drawn on top of it may become a clown head.

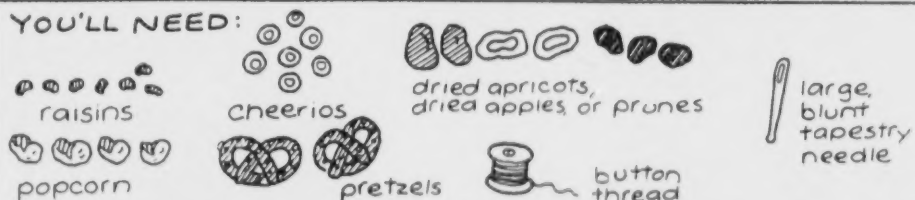
▲ **Car Travel** Invite children to push their cars from behind a starting line on the sidewalk. Use chalk to mark where each car stops. Help children use string to measure how far their cars have traveled. Then let children compare their lengths of string. Lay the string on the sidewalk and talk about the concepts of long, longer, and longest.

▲ **Bubble Line Up** Have children work in pairs for this activity. Have the partners face each other evenly spaced on the sidewalk. Encourage one child to blow bubbles while the partner observes and counts. Set up comparisons using the bubbles: Who can blow the most bubbles? The biggest? The smallest within a certain amount of time? Have the partners switch and start over again. Another activity might be blowing a set number of bubbles and popping a set number.

▲ **Sidewalk Collection Mural** Invite children to collect different things found outside in an organized way. Let children collect objects to show certain numbers, whether it be one number, numbers 1-5, 5-10, or higher. Have children display their collection on their own section of sidewalk. For example, when children are collecting objects to show the numbers 1-5, one child may have one rock, two pieces of grass, three leaves, four clods of dirt, and five twigs. Chalk is used to label numbers by the objects and put children's names on their section of sidewalk. When complete, your children have created a sidewalk collection mural.

SNACKS ON A STRING

YOU'LL NEED:



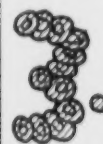
WHAT TO DO:



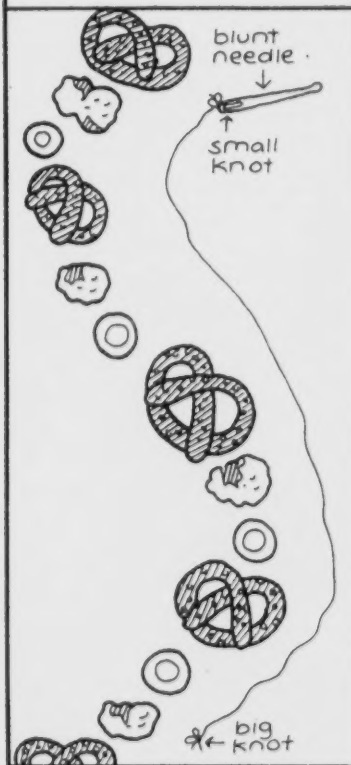
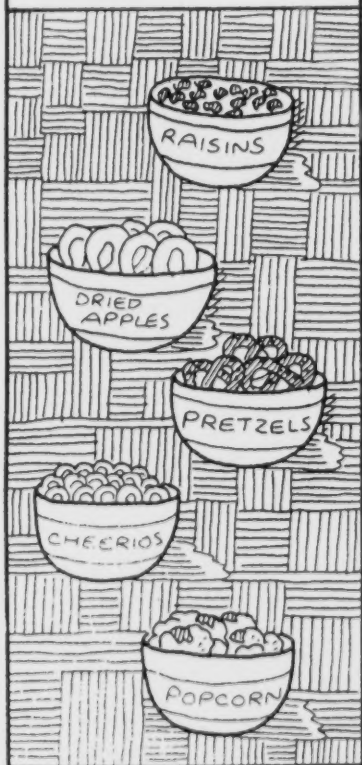
Set out some or all of the above ingredients in individual bowls.



Pick favorite ingredients and set out in a pattern. Use a large, blunt needle and knotted thread to string the foods.



Use scissors and cut off needle. knot ends of string and wear as a necklace. Nibble as needed.



Taken from *Concept Cookery* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

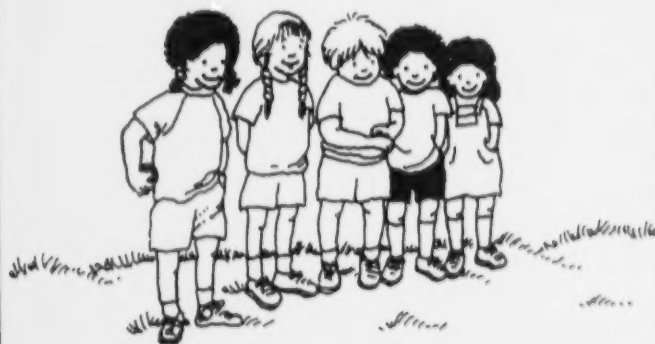
IN THE

- 📖 *How Many Snails? A Counting Book* by Paul Giganti (William Morrow)
- 📖 *Up to Ten and Down Again* by Lisa Campbell Ernst (William Morrow)
- 📖 *Bunches and Bunches of Bunnies* by Louise Mathews (Scholastic)
- 📖 *One Cow Coughs: A Counting Book for the Sick and Miserable* by Christine Loomis (Ticknor & Fields)



HELPFUL HINTS: Playground Math

Use math to help children accept taking turns without fussing. For example: "You may slide down the slide five times, then you must move to another activity." You can also teach ordinal numbers such as first, second, third by continually saying, "Tommy is first, Billy is second, and Jill is third to use the swing." Place children in a line in this order so they can actually see first, second, third...



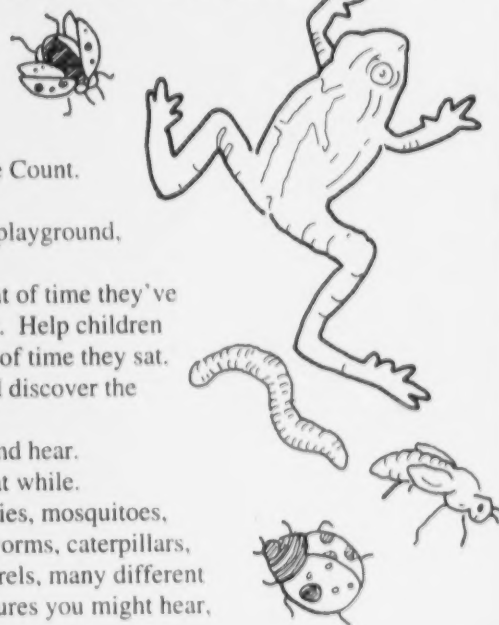
AFTER-SCHOOLER IDEAS: Creature Count

This is a time for children to get comfortable outdoors, sit quietly, listen, and watch for as many "creatures" as they can.

You'll Need: paper and pencil ♦ watch or timer

What to Do:

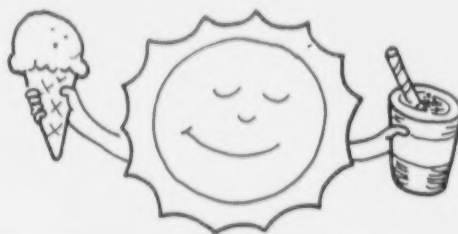
1. Let children decide on the location and duration of their Creature Count. Fifteen to twenty minutes works well for school age children.
2. Try different locations on different days: middle of yard, forest, playground, field, seashore, sidewalk, near a creek or river, etc.
3. Encourage children to watch and listen carefully. For the amount of time they've chosen, let children see how many creatures they can see or hear. Help children list them on paper, along with the date, time of day, and amount of time they sat.
4. Have children keep track of their creature counts to compare and discover the best time and location for creature watching.
5. Encourage them to keep different lists of animals that they see and hear. Also, make a special list for animals they only see once in a great while. Common creatures they may encounter include: ants, spiders, flies, mosquitoes, butterflies, moths, dragonflies, beetles, grasshoppers, crickets, worms, caterpillars, minnows, tadpoles, frogs, toads, snakes, mice, chipmunks, squirrels, many different kinds of birds, cats, dogs, cows, horses, sheep, and goats. Creatures you might hear, but not see, include: crickets, frogs, birds, coyotes.



Ideas: Kathy Faggella, Ann Marie Robertson, Sandra Malcolm, Kristy M. Jay

Art: Debby Dixler, Catherine Minor

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For People Who Care for Young Children

10 SUMMER RELAXATION IDEAS

Quiet activities help young children enjoy lazy summer days. Here are some suggestions for quieting activities. These are particularly good to use during the hot, after-lunch hours when children might be a little drowsy, but not quite ready for a nap. For some of these activities, you may participate, and for others, just be an onlooker. But, the key to having relaxed children is **you**. If you can relax, move slowly, talk calmly and quietly, children will echo your behavior.



COLLECT SOUNDS

Invite children to sit or lie down outside. Encourage them to close their eyes and listen. Can they hear:

- A bird singing?*
- A leaf rustling?*
- A tree moving in the breeze?*
- A dog barking?*
- An airplane overhead?*
- Distant voices?*
- Katydid buzzing?*
- Automobiles?*
- Insects and animals moving about?*



WATCH THE SKY (It is important to warn children not to look directly at the sun.)

Invite children to:

- ▲ look up at the clouds and find shapes in them.
- ▲ watch leaves blowing in the treetops.
- ▲ see branches swaying.
- ▲ observe insects flying.
- ▲ see if they can spot the moon in the sky.
- ▲ see if they can find squirrels leaping from branch to branch.
- ▲ look through binoculars.



EXPLORE A NATURE CIRCLE

Help children make a circle from a yard length of yarn on the grass, under trees, at the water's edge, or on the sandy beach. Let them examine anything they can find using a magnifying glass. If a camera is available, let children take close-up (three feet or less) photos of things they find. Give them markers and paper on a clipboard to draw a picture of something they've seen.



FIND A SECRET PLACE

Let children seek out a special all-alone place. Make sure you give them the boundaries—for example, only inside the fenced-in yard. You may want to include some old pillows and sheets with which children can construct lean-to tents and cozy insides. Children can read or draw or play quietly in their very own place.



BLOW BUBBLES

Whereas water play is relaxing, yet still stimulating, bubble blowing seems to put everything into slow motion. Let children blow bubbles with a bubble wand or paper cup with a small hole in the bottom. The lighter-than-air lifting movements of bubbles are both enjoyable to watch and calming. Invite children to try blowing liquid detergent bubbles onto a tabletop with straws. Observe the rainbow colors in the bubbles.

RELAX THIS SUMMER!

6

GUIDED IMAGERY TRIP

A child with a rich imagination is a child who is never lonely and can use his imagination to tame the wild world around him. Help each child develop a calm relaxed feeling with a guided imagery trip. Have children lie still, and begin by talking about some place that you know children have enjoyed visiting. Talk about being there in great detail. Children should, just naturally, pick up on the imagery themselves. Encourage each child to talk about how nice it was to be in that setting. This is a wonderful activity to do just before naptime.



FINGERPLAY FUN

A way to relax is to focus in on your own body. Concentrating on your own breathing is one way, yet it may be too hard for very young children. Try this fingerplay instead for younger children.

Have children flex hands open and closed a few times. Close fingers, as if they are asleep. Wake up each finger, one at a time—pinkie, ring man, tall man, pointer, and Thumbkin. Now reverse and make them go to sleep again. Sing them a soft lullaby. Wake up each finger with a louder song or noise. Put them to sleep again.

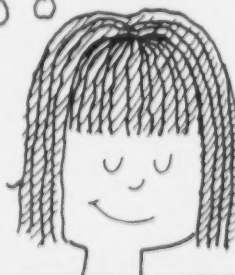


8

CREATIVE THINKING

One of the best ways to calm down a child is to just plain talk to him. Whisper a story. Recall times you've spent together. Or, challenge the imagination by asking questions, such as:

- ◆ How many ways can you cool off in the summer?
- ◆ How many ways can you eat an ice cream cone?
- ◆ How many ways can you say "I love you?"
- ◆ How many ways can you go down a slide?
- ◆ How many ways can you travel to Grandma's house?



9

MUD PAINTING AND PLAY

As messy as it sounds, this is a wonderful, relaxing activity on a hot summer's day. Make mud outside with water added to clean soil. Let children use their hands and toes to make impressions and "paint" on cement. Play may naturally lead to mud pies with the addition of a few, tiny, tin plates, leaves, and twigs. You might want to look up a very imaginative book that goes along with this, *Mudpies and Other Recipes* by Marjorie Winslow (Walker).



10

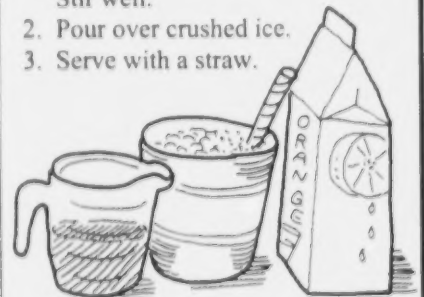
A COOL DRINK

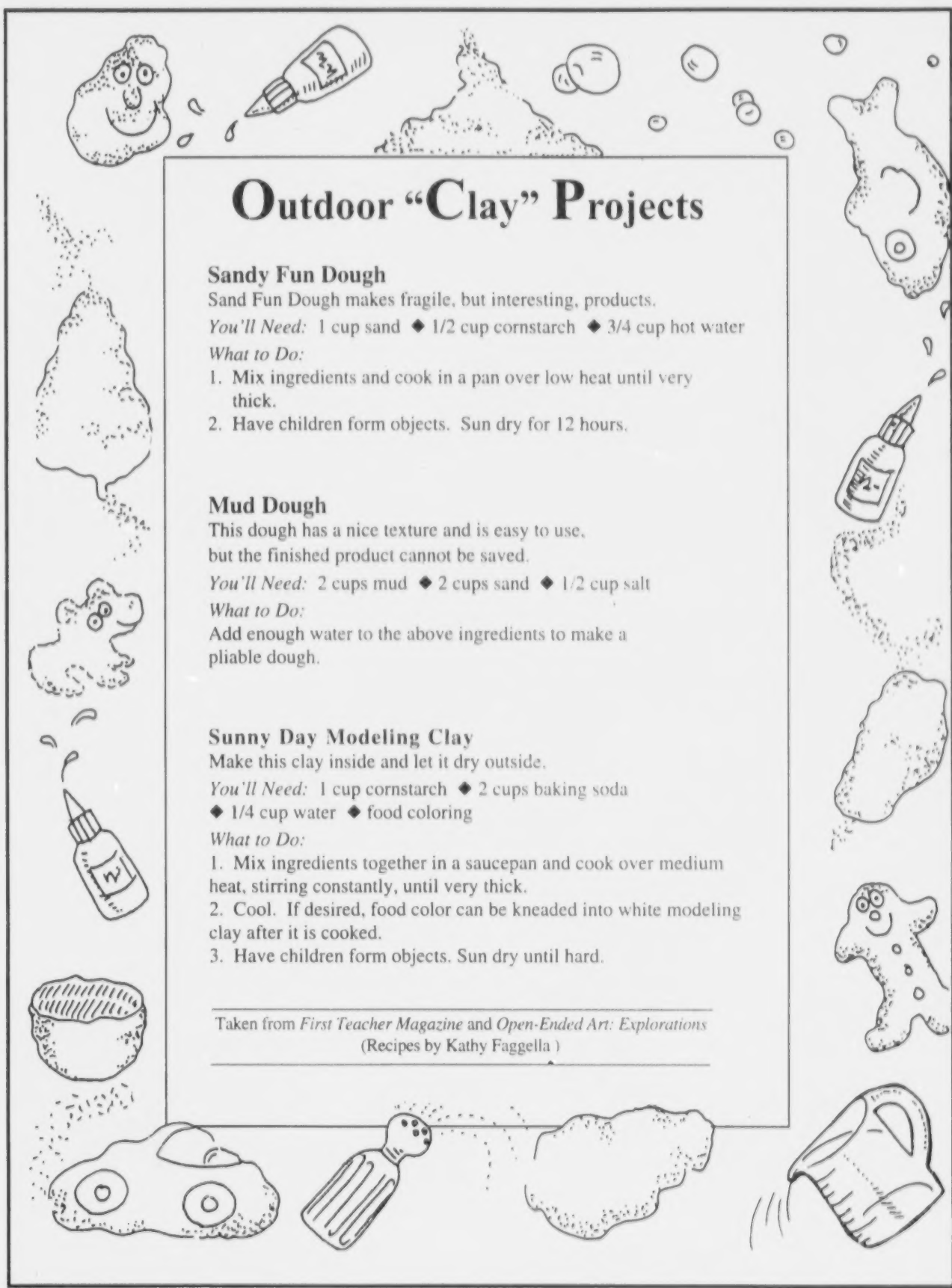
Cool off with easy, delicious ORANGE SLUSH.

You'll Need: 2 cups orange juice
▲ 1/2 cup lemon juice ▲ 1/2 cup honey ▲ 1/2 cup water

What to Do:

1. Combine ingredients. Stir well.
2. Pour over crushed ice.
3. Serve with a straw.





Outdoor "Clay" Projects

Sandy Fun Dough

Sand Fun Dough makes fragile, but interesting, products.

You'll Need: 1 cup sand ♦ 1/2 cup cornstarch ♦ 3/4 cup hot water

What to Do:

1. Mix ingredients and cook in a pan over low heat until very thick.
2. Have children form objects. Sun dry for 12 hours.

Mud Dough

This dough has a nice texture and is easy to use, but the finished product cannot be saved.

You'll Need: 2 cups mud ♦ 2 cups sand ♦ 1/2 cup salt

What to Do:

Add enough water to the above ingredients to make a pliable dough.

Sunny Day Modeling Clay

Make this clay inside and let it dry outside.

You'll Need: 1 cup cornstarch ♦ 2 cups baking soda

♦ 1/4 cup water ♦ food coloring

What to Do:

1. Mix ingredients together in a saucepan and cook over medium heat, stirring constantly, until very thick.
2. Cool. If desired, food color can be kneaded into white modeling clay after it is cooked.
3. Have children form objects. Sun dry until hard.

Taken from *First Teacher Magazine* and *Open-Ended Art: Explorations*
(Recipes by Kathy Faggella)

BOOK CORNER:

IN THE

- ☞ *The Sun and the Moon Live in the Sky* by Elphinstone Dayrell (Houghton Mifflin)
- ☞ *The Sun, the Wind, and the Rain* by Lisa Westerberg Peters (Henry Holt)
- ☞ *It Looked Like Spilt Milk* by Charles G. Shaw (HarperCollins)
- ☞ *The Cloud Book* by Tomie de Paola (Holiday House)
- ☞ *Animal Seasons* by Brian Wildsmith (Oxford University Press)

INFANT CARE: RELAXATION FOR BABIES



Infant massage can soothe and calm a baby and make him feel good about touch. It can soothe a colicky baby, help an irritable baby get to sleep, and if done before bed, may even let him sleep longer at night.

All that is important is pleasant touch. It doesn't have to be an all-out massage. You can stroke the baby's leg or arm as you give her a bottle or change a diaper. After the bath, when baby's dry and lying on the floor on an open towel, you can apply a little baby oil or vitamin E oil to your hands and give a more complete massage. Have parents give you the oil that they use. (If the child has sensitive skin, encourage parents to ask their pediatrician which type of body oil is best.)

Take your time with the baby. If the infant is in a particularly fussy mood or doesn't seem to want to be massaged right now, don't do it. Always respect her cues and find other ways to comfort her. The massage should be something the baby enjoys. With the baby on her back, stroke her legs, from ankle to thigh. Then gently massage her abdomen and chest, using the palm of your hand. Massage her arms and hands, working from the wrists toward the armpits. You can even lightly stroke the baby's face, using your thumb to make smooth circles over the forehead and cheeks.

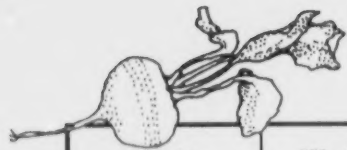
Babies also like a back massage. Your loving touch, done at the baby's own tempo and when she is in the mood, can be a relaxing experience for the baby.

Ideas: Kathy Faggella

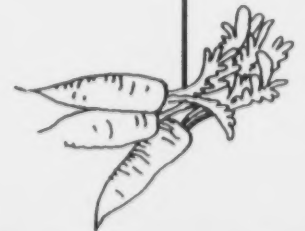
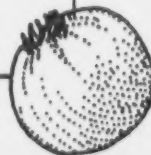
Art: Debby Dixler, Nina Woldin

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PLANS FOR JUNE



Activity	Week of May 29	Week of June 5	Week of June 12	Week of June 19	Week of June 26
Circle Time					
Free Choice Specials					
Learning Centers					
Creative Art Activity					
After- Schoolers					
Prep Work					



BOOKS TO READ

DEALING WITH DEATH

- 📖 *I'll Always Love You* by Hans Wilhelm (Crown)
- 📖 *The Dead Bird* by Margaret Wise Brown (HarperCollins)
- 📖 *The Tenth Good Thing About Barney* by Judith Viorst (Simon & Schuster)
- 📖 *Bridge to Terabithia* by Katherine Paterson (HarperCollins)
- 📖 *Annie and the Old One* by Miska Miles (Little, Brown & Company)

BUTTERFLIES

- 📖 *The Lamb and the Butterfly* by Arnold Sundgaard (Scholastic)
- 📖 *The Very Hungry Caterpillar* by Eric Carle (Putnam)
- 📖 *Butterflies* by Gail Saunders-Smith (Capstone)
- 📖 *Where Butterflies Grow* by Joanne Ryder (Dutton)

FOR FATHER'S DAY

- 📖 *A Special Kind of Love* by Stephen Michael King (Scholastic)
- 📖 *Can't You Sleep, Little Bear?* by Martin Waddell (Candlewick)
- 📖 *Daddy and Me* by Neil Ricklen (Simon & Schuster)
- 📖 *Papa Tells Chita a Story* by Elizabeth Fitzgerald Howard (Simon & Schuster)
- 📖 *Where Is Papa Now?* by Celeste Conway (Boyd Mills Press)
- 📖 *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines (Houghton Mifflin)

A TIME FOR SADNESS



If death should enter your child's world, whether it is a relative, friend, or a pet, he needs your warmth and patience in order to deal with the experience in a healthy way. It is important for you to help your child come to an understanding of what has happened and to work through the grief of separation. Share your own grief with your child. It helps everyone to talk to someone, and children can be sympathetic listeners. The joy of loving and the pain of parting are both parts of real life, a life we want to help our children live to its fullest.

Our natural instinct is to protect children from the pain and sorrow, but avoiding the issue of death can do more harm than good. Children need to talk about the loved one who has died, perhaps even to see him or her in death in order to process the experience, mourn, and finally let go.

Both during and after the experience, be open to all of your child's questions. Take them seriously, even if he appears to be acting silly when he asks them. This may be due to nervousness or grief or both. Talk together about the person or pet's life.

Your child might like to make a **memory book**. This book can include pictures by your child

of special times shared with the deceased and favorite things such as books, songs, games and foods that they enjoyed together. Use a favorite photograph of the child and the deceased together for the cover. The process of making a book like this is usually more meaningful than the end result.

Since young children have not yet developed a real sense of time, your child may become very concerned that you or he will die soon. After all, a deceased relative may have been very elderly, but that term has no meaning for him. You are old in comparison to him. It is better to show, rather than tell, him that the person or pet in question lived "a long, long time" if they were elderly. Make a time line with your child showing significant times in his life, and perhaps that of the elderly relative. Show him what a "long, long time" really looks like.

When dealing with the death of a pet, many children need the ritual of a little service and some kind of burial to help them separate from a beloved animal. Your child might want to compose a poem about his pet and then construct a little grave marker with natural materials such as stones and wood scraps.

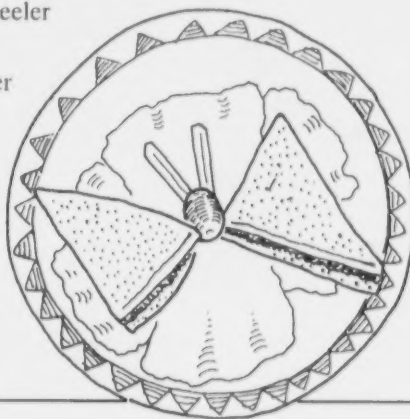
SPRING RECIPES

BUTTERFLY ON A PLATE

You'll Need: egg salad, tuna salad, peanut butter, jelly, or luncheon meats ♦ bread ♦ lettuce
♦ slices of cheese ♦ carrot sticks ♦ celery or olives ♦ plastic knife ♦ peeler

What to Do:

1. Let your child help prepare a filling: egg salad, tuna salad, peanut butter and jelly, or luncheon meats and cheese.
2. Fill one piece of bread with a filling. Then top with a second bread slice.
3. Show your child how to cut the bread diagonally into two triangles.
4. Help your child create a butterfly shape with an olive or celery stick as the body and the sandwich triangles as wings. She might make some carrot curls with the peeler to decorate the wings or be antennae.
5. Place each sandwich on a plate. Add a lettuce ruffle, if your child wishes, to show that her butterfly is perched on a leaf.

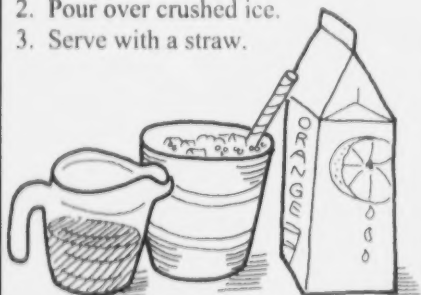


ORANGE SLUSH

You'll Need: 2 cups orange juice
▲ 1/2 cup lemon juice ▲ 1/2 cup honey ▲ 1/2 cup water

What to Do:

1. Combine ingredients. Stir well.
2. Pour over crushed ice.
3. Serve with a straw.



SNACKS ON A STRING



You'll Need: raisins ▲ popcorn
▲ Cheerios ▲ dried apricots, prunes, apples ▲ small pretzels ▲ button thread
▲ large blunt tapestry needle

What to Do:

1. Set out some or all of the above ingredients in individual bowls.
2. Let your child pick favorite ingredients and put them out in a pattern. Help him use the needle and knotted thread to string the foods. Use scissors and cut off the needle.
3. Knot the ends of the string and let your child wear and nibble on the necklace.

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Counting on Math ~~\$10.95~~ \$5.48



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▲ *Counting on Math* \$5.48 ▲ *Concept Cookery* \$5.48 ▲ *World of Nature* \$3.49

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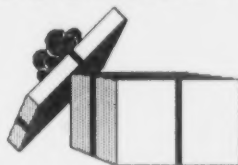
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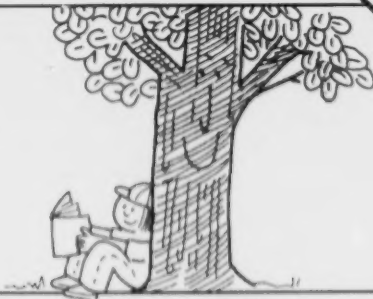
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For People Who Care for Young Children

TAKE LEARNING OUTSIDE

This summer, invite your children to learn in the outdoors. If you have an outdoor play area, plan to present your everyday indoor activities in a new place. Items in an area should relate to one another; toys should be "hands-on"; learning center items should appeal to the five senses; play areas should be geared to children's ages, abilities, and sizes; play items should be stored in an organized fashion and displayed attractively; and of course, learning areas should be safe.

Try some of the following ideas. Some of the activities suggested can be left outside overnight. Others you will want to keep on wheeled carts (such as utility carts) or wagons so they can

be pulled in and out of an outdoor storage shed or back inside, if necessary.

ART OUTDOORS

▲ In a protected area, set out **paint easels**. One-sided paint easels can be hung on chain link fences using two "S" hooks fitted into holes drilled in the top of the easel. If you don't have an easel to bring outside, use clothespins to hang easel or butcher paper on chain-link fencing. Group murals or individual pictures can be painted in this way.

▲ A small table or picnic table can become your **collage area**. Plastic milk crates, stacked together and attached using rope or pipe cleaners, can be used to create shelving to hold items such as

scissors, glue, paper, and collage materials.

▲ **Drawing areas** can be created by putting out chalk or water-based markers. Children can use these to decorate sidewalks and driveways. Large sheets of butcher paper can be used to draw group murals. Pieces of bark naturally shed from birch and sycamore trees. Children can use them for drawing or writing, just as early Native Americans did.

▲ Your chain-link or wood rail fence can also be used for **art weavings**. Children can collect natural items such as leaves or dry stems and weave them in and out of links to create patterns. Strips of cloth, crepe paper, or tinsel can also be used for weavings.



MORE IDEAS FOR TAKING LEARNING OUTSIDE

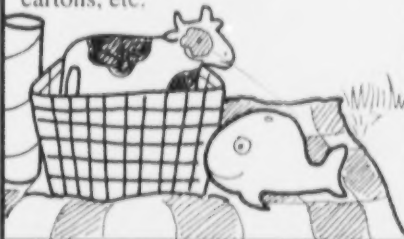
BLOCK PLAY OUTDOORS

◆ **Large hollow blocks**, plastic or wooden, are great for making big block buildings outside. Add a variety of accessories to make the block play more interesting: old car tires, splinter-free wooden planks, etc. Children can use the blocks to create buildings and obstacle courses for Big Wheels.



◆ **Large waffle type block panels** are great for making houses and castles. Let children use **plastic milk crates** to create huge forts.

◆ In a grassy area, a blanket can be placed on the ground and **small table blocks** provided. Accessories such as plastic farm animals, sea creatures, people, or cars and trucks lead to more play. Let children be creative with some of these items: empty paper towel cardboard rolls, plastic berry baskets, egg cartons, etc.



SCIENCE AND MATH

◆ Create a "**wind center**" by hanging windsocks, streamers, kites, wind chimes, and whirligigs from a play yard tree. Place a weather vane nearby. Set up a clothes washing station for dolls' play clothes. Let children wash clothes and then hang them from a clothesline. How does the wind help dry the clothes?

◆ Create a **backyard nature habitat** in your play yard. Place a bird feeder and birdbath in a quiet area. Encourage children to observe this area everyday.



◆ **Water and bubble play** can be an everyday experience when a water table is provided. If you don't have a water table, use large plastic washtubs or individual dishwashing tubs. Add accessories to the water table, such as funnels, water wheels, graduated plastic measuring cups, etc.

◆ For simple bubble making, provide bubble solution in empty orange juice cans for each child. Also provide one straw per child. Children can use a variety of items for dipping into dish pans of bubble solutions: plastic rings that hold pop cans into six-packs, plastic berry strainers, wire hangers, bent pipe cleaners, cookie cutters, etc.

◆ Create a **color corner**.

Include a prism. Can children make a rainbow? Can they make a rainbow from the spray of a water hose? Provide color paddles for children to look through. Set out kaleidoscopes. Put out old muffin tins so children can sort rocks or flowers of different colors. Hang colored cellophane on fencing or over windows for children to look through. Provide plastic containers, food coloring, water, and plastic eye droppers for children to experiment with.

◆ **The collectors' corner** can be an area where children collect nature items and put them on display. Items may include: leaves, rocks, fossils, seeds, flowers, etc., anything children might take an interest in collecting. (A revolving display case for watches is perfect for containing and viewing collections.)

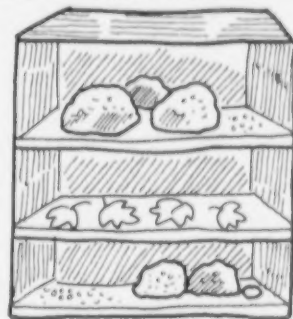


TABLE GAMES AREA

◆ In an area sheltered from the wind, table games can be played outside. Be sure to place this area in a shaded spot without too much sun glare. A blanket, picnic table, or card table provides a good playing surface. Individual puzzles can be put together on portable TV trays or bed trays.

egetable izza

You'll Need: 1-2 packages crescent rolls or hot roll dough ▲ 1 package dry Hidden Valley Ranch dressing mix ▲ 1 cup Miracle Whip ▲ 1 package cream cheese ▲ assorted, chopped, raw vegetables (broccoli, shredded carrots, mushrooms, green pepper) ▲ rolling pin

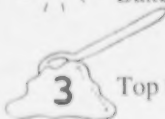
What to Do:



1 Roll out all dough to make a crust, joining seams carefully.



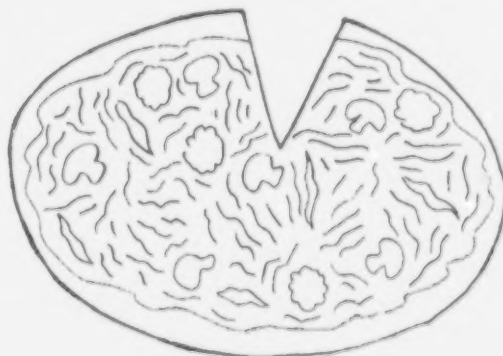
2 Bake at 350°F for 20 minutes. (This step can be done the night before.)



3 Top the cooked crust with a mixture of Miracle Whip, cream cheese, and dressing mix.



4 Cover with vegetables and serve.



Taken from First Teacher Magazine (Idea by Kathy Faggella)

BOOK CORNER:

IN THE



RESOURCES FOR OUTDOOR LEARNING

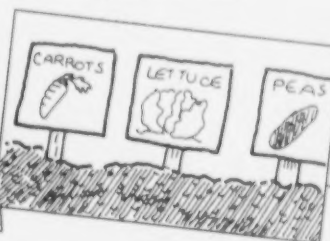
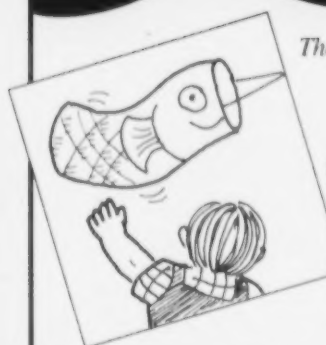
- 📖 *Explore and Experiment* by Jeannine Perez (First Teacher Press)
- 📖 *The World of Nature* by Wendy Pfeffer (First Teacher Press)
- 📖 *Outside Play and Learning Book* by Karen Miller (Gryphon House)
- 📖 *Open the Door, Let's Explore More* by Rhoda Redleaf (Redleaf)
- 📖 *Hug a Tree* by Robert E. Rockwell, Elizabeth A. Sherwood Robert A. Williams (Gryphon House)
- 📖 *Parachute Play* by Liz and Dick Wilmes (Building Blocks)
- 📖 *Waterworks* by Jeanne James and Randy Granovetter (Kaplan Press)
- 📖 *Creative Activities for Young Children* by Mary E. Mayesky (Delmar)

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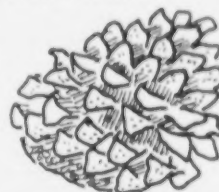
INFANT CARE IDEAS:

Outdoor Explorations for Babies and Toddlers

*There are many outdoor experiences you can offer very young children.
You can help them explore with all of their senses.*



- ◆ Create interesting light patterns by hanging colored plexiglass or a prism from a tree branch or a fence. Hang brightly colored pieces of fabric in a sunny spot to create shade and to let the sun shine through.
- ◆ Let babies observe the effects of the wind. Hang banners, parachutes, wind socks, streamers, and wind chimes on a fence. Encourage children to look, listen, and touch the objects.
- ◆ Let babies smell growing flowers and herbs. Encourage them to smell grass, dried leaves, even the rain.
- ◆ Plant lettuce, peas, carrots, and herbs for young children to taste.
- ◆ Let babies touch rough bark, sticky pine cones, smooth rocks.
- ◆ Have a picnic on a blanket.



Ideas: Kathy Faggella, Karen Stephens

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

HAVE A CAMPING ADVENTURE

Whether you have a blacktop area, an indoor area, or beautiful woods with a stream, you and your children can have a fantastic camping experience! How you create the camping environment inside and outside will depend on where you have your program. Once your environment is complete with rustic signs, maps, and trails marked, try some of the ideas that follow for fun and learning.



A is for Aquatics.

Be sure to include "swimming," "boating," and "fishing activities" in your camp program. Other ideas might be *pretend* scuba diving, water skiing, and lifesaving! You could use a sand/water table or a small wading pool to create a "sloping beach." Add weighted buoys, string to tape off areas, small plastic boats, and people!



B is for Buddy System.

Use the "buddy system" throughout the day to keep a fast count of children while hiking, swimming, etc. At the beginning of the day, each child selects a "buddy." Children are to watch out for their "buddy" and to stay with them. Any time the whistle blows, the "buddies" hold up hands together.



C is for Campfire.

Make your circle area a pretend campfire for group activities.

A discarded wading pool can be painted and used with blocks covered to look like logs or simply make one in the center of the area with blocks and pretend rocks! Include paper tissue in red, yellow, and orange for flames.



D is for Dramatics.

Put out real camping clothes, etc., for role-playing. Include plenty of dress-up costumes and animal masks. You might put up a sheet on a clothesline near the "campfire" so it can be used as a "curtain" for a play or a screen for shadow plays with a flashlight.



E is for Entrance and Exit.

Make rustic looking signs for your room or play yard for the entrance and exit to the camp. Putting out real plants and covering the front, sides, or back of furniture with pretend rocks and bushes, etc. will make the camp entrance look more realistic. (See "M" for a map idea to include at the entrance to the camp.)



F is for Fishing.

Include a magnetic fishing game near the waterfront area to use in a pretend cardboard rowboat or canoe. A block-made dock would make a fun fishing area also. Include fish with paper clips in the pond as well as some daily surprise additions such as an old tire, a boot, or a pair of false teeth!



G is for Green Stick Cooking.

Explain to children that dry, brown sticks would soon catch on fire if they were used for cooking over a real fire. Show them the difference between green sticks and brittle ones when you are out on a walk.



H is for Hiking.

Make hiking a daily activity at "camp." Each day, plan a different type of hike with children. Some examples are:

◆ A *nature hike* – looking for specific things in nature such as birds, wildflowers, rocks, etc.

◆ A *scavenger hike* – usually done with two groups as a kind of race, but could be done with one. Each has an envelope with pictures or a list of things to find on the hike.

◆ A *coin flip hike* – the coin is flipped at each fork in the road to decide whether to go left or right.



I is for Insects.

Help children make an insect net and cage. (See instructions on page 3.)



J is for Jump Rope and Jump Rope Jingles

This is a fun activity for any time, especially on a rainy day. Even if your children are too young to jump, they get pleasure in watching their teacher/counselor jump while they sing the jingle! (Threes and fours can learn to jump over a low, swinging rope.)

K is for *Kebobs*.

Include cocktail straws and fruit in your "Mess Hall" for making fruit kebobs. Challenge children to match the patterns you made and to make their own: banana, apple, orange, banana, apple, orange, etc.

L is for *Lean-to*.

Make a *lean-to* for a quiet area, perhaps for reading or listening.



M is for *Maps*.

Let children help you make a large map of the camp on brown paper. This will help introduce all the upcoming activities as well as make an attractive entrance area to your "camp"! Children can also make maps to use on a hike.



N is for *News*.

Create a camp newsletter with children. They could sit down together at the end of each day (around the campfire, of course!) and create a newsletter as a means of closure and for informing parents of what they did that day. Post it near the "exit" of your camp. Be sure to have blank postcards at a writing table for sending news "home."



O is for *Outdoor Cooking*.

Add new ideas to your campfire and "Mess Hall" daily for showing children the many different ways foods can be cooked outdoors. Include racks, cooking in coals, and skewered foods. Let children pretend with play dough, twigs, and use the sand table or sandbox for pit or underground cooking.



P is for *Paths*.

Create paths from activity to activity by using paper bushes, rocks, and trees

to cover furniture and paper signs with arrows to show the direction where each activity can be found.



Q is for *Quilt*.

Pre-cut a 9 inch x 12 inch muslin rectangle for each child. Let children decorate these with their names and the date. Punch holes around the edges so that children can sew these together into a friendship quilt.



R is for *Roll*.

Have each child bring in a small cotton sheet from home to use for his bedroll. Let children practice folding and rolling the sheet and securing it with ties or large rubber bands. They will love naptime if they can use their bedrolls and wake up to "reveille" played on a bugle!



S is for *Sun-baked S'mores*.

Let children make s'mores by placing a square of Hershey Bar on a square of graham cracker and topping it with marshmallows. Add another graham cracker square on top. Wrap it all in aluminum foil and set out on a hot sunny surface to melt the chocolate. Eat for dessert around the "campfire"!



T is for *Tents*.

Use tents outside wherever possible for centers. Create tents inside by putting sheets over tables. Ask a creative parent to sew a little pretend tent out of camouflage material so children can use it in the block area.



U is for *Upside Down Hike*.

Take a hike with a clipboard for recording what is found by turning logs, rocks, and leaves upside down on the way.



V is for *Vegetable Dyes*.

Over a period of time, show children different natural items collected on a hike that could be used for creating dyes. Boil a few different things in advance and use the dyes for tie-dyeing. Bark, dandelions, grass, and wildflowers are all good possibilities.



W is for *Weathercasting*.

Be sure to include "weathercasting" as a regular daily activity. Let children make weather flags and weather vanes. Put a thermometer and a child-made barometer in the weather station. Keep a report and graph of the weather, cloud types, and forecasts. (See page 4.)



X is for *X's made in Continuous Lashing*.

Use ropes and blocks for your rope-tying center. Show children several different ways to lash items together.



Y is for *Yells*.

Encourage children to make up camp mottos and "camp yells" which should resemble cheers and do not need to be actually yelling!

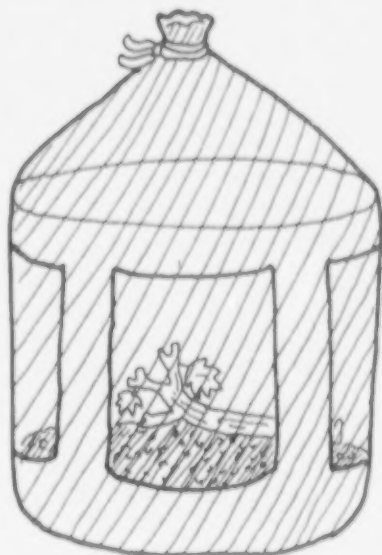


Z is for *Zigzag paths*.

Use zigzag paths to create interesting hiking areas in small spaces and for making an indoor area seem more like a camp environment. Use cabinets, hanging plants, and hanging pictures of trees to create zigs and zags. One activity area might be in a "zig" and another in the "zag."

FUN WITH BUGS

Catch insects in the net with your child and observe them for a short time in the bug keeper.



BUG KEEPER

What You'll Need: old, clean bleach bottle ♦ old, clean nylon stocking ♦ wire twister ♦ dirt, grass, and twigs ♦ scissors or craft knife (ADULT USE ONLY)

What to Do:

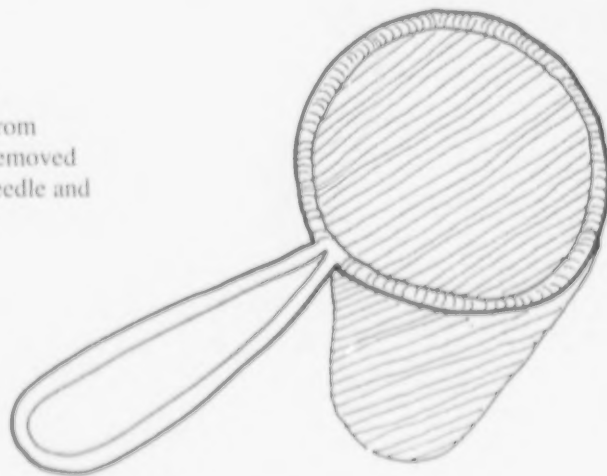
1. Cut away top of bleach bottle.
2. Cut windows around bottle.
3. Pull stocking over whole bottle.
4. Add dirt, grass, and twigs with leaves on bottom of the bottle.

NET

What You'll Need: wire clothes hanger or a frame from ready-to-pop popcorn with aluminum pan and pan removed ♦ old, clean nylon stocking ♦ needle and thread

What to Do:

1. Use frame or bend hanger into net shape.
2. Stretch stocking over frame and sew on tightly next to metal frame.
3. Shorten to length desired and tie.



BOOK CORNER:

IN THE



- ① *Arthur Goes to Camp* by Marc Brown (Little Brown)
- ① *When I Go Camping with Grandma* by Marion Dane Bauer (Bridgewater Books)
- ① *Where the River Begins* by Thomas Locker (Putman Books for Young Readers)
- ① *Bailey Goes Camping* by Kevin Henkes (Morrow)
- ① *Just Me and My Dad* by Mercer Mayer (Western)
- ① *Three Days on a River in a Red Canoe* by Vera Williams (Morrow)
- ① *The Lost Lake* by Allen Say (Houghton Mifflin)

AFTER-SCHOOLER IDEA: Child-Made Barometer

When the air pressure changes (molecules moving fast or slowly), the colored liquid in a barometer moves up or down telling you what kind of weather is coming. Here is a homemade version of a barometer that shows children what happens when air molecules change their movement patterns.

You'll Need: empty small-necked glass bottle (10 ounce size or smaller) ♦ balloon ♦ hot water in a bowl ♦ cold water in a bowl

What to Do:

1. Fit the balloon over the top of the bottle.
Make sure that it fits tightly.
2. Place the bottle in the bowl of very hot water.
Be careful! Wait a minute and watch the balloon. What happens? The hot water heats the air inside the bottle. The air molecules move faster causing an increase in air pressure in the bottle. This fills the balloon.
3. Place the bottle in the bowl of cold water.
What does the balloon do now? When you put the balloon in cold water, the opposite happens. The air cools because the air molecules slow down. The air pressure drops and the balloon deflates.

VARIATIONS

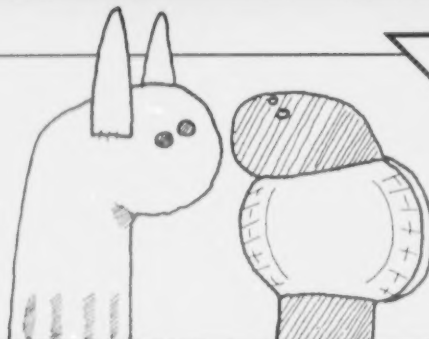
- ▲ Try putting the Balloon Barometer in a sunny window. Will the sun streaming in the window warm the air enough to blow up the balloon?
- ▲ Try putting the barometer in a bowl filled with ice. Does the balloon deflate faster than it does in the cold water?



Ideas: Gail Jones

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

INSTANT DRAMATIC PLAY

The notion of doing creative dramatics with young children can bring to mind images of oversized costumes, painted backdrops, crowns, capes, and fairy wands. But creative dramatics with little ones can also be an easy, on-the-spot activity done without theatrical frills and almost no preparation on your part. So it is a perfect activity for your summer program.

One key to easy, creative dramatics is to become familiar with stories and rhymes designed to encourage children to act out and move as you read or recite.

Of course, every children's book does not invite children to move and groove. The best books for creative dramatics are those that contain rhyming, repetitive language, plenty of strong, "act-out-able" verbs (suggesting movement), and peppy rhythms. Here's a list of familiar titles that fit this genre, plus some instant movement activities for you to try. You'll notice from the list that follows that there are several selections from the same authors. These authors tend to write in a style well suited to instant creative dramatics. Be sure to experiment with favorite selections and favorite authors of your own.

T *The Teddy Bear Book* by Jean Marzollo (Dial) is a book chock-

ful of bouncy, classic, teddy poems kids love to act out. Invite children to bring their teddy bears to school and use them as dance partners.



T *Pretend You're a Cat* by Jean Marzollo (Dial) is really a rhyme directing children to perform like different animals. The text is rich with strong, action-packed verbs. You might want to begin a chart collection of movement verbs, adding more words to the chart as you encounter them.

T *Chicka Chicka Boom! Boom!* by Bill Martin, Jr. and John Archambault (Simon and Schuster) is the perfect book for introducing children to the alphabet by helping them "become" the alphabet. Try assigning each child a letter (by stringing small, labeled, index cards on yarn necklaces) and then go through the book slowly so children can consider movement

possibilities for performing their parts. Then read the book through again and have each "letter" move on cue.

T *Up and Down on the Merry-Go-Round* by Bill Martin, Jr. and John Archambault (Holt) inspires so much fun! Assemble children in a merry-go-round circle. As you read, each child will automatically perform the actions as directed. Be prepared to step into the role of the clown collecting tickets. Also, be aware of dramatically slowing and lowering your voice at the end of the book; children's movements will then reflect a slow motion effect, until, finally, they come to a complete stop.

T After children have become familiar with the text of *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. (Holt), divide your children into two groups, one group to call and one to respond. The calling group will ask the question, "What do you see?" and the responding group will answer by chanting and behaving like the different animals. Switch groups so the callers get a chance to respond.

T *Worms Wiggle* by David Pelham and Michael Foreman (Simon and Schuster) is based on a classic children's rhyme. This charming pop-up book begs kids to wiggle and jiggle like a variety of favorite animals.

FAIRY TALE FUN

Try telling popular fairy tales with a few simple props--like magic, you'll have dramatic play! Start with short, familiar tales such as *Little Red Riding Hood*, and then move on to more complex tales such as *Jack in the Beanstalk* and *Cinderella* with older children. Be ready to tell and retell each story many times because children really enjoy acting them out.

❶ **Little Red Riding Hood** Tell the story and give children colorful scarves as props: a red one for Little Red Riding Hood, a scarf for grandma's babushka, and a dark scarf for the wolf. Use scarves to suggest grandma's bed. Green scarves over children can suggest swaying trees in the forest.



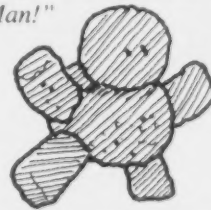
❷ **The Three Pigs** Let children help you collect a few bricks (blocks), twigs, and straw (dried weeds). Tell the story and invite each "pig" to build his house out of one of the materials. Encourage the wolf to come by and huff and puff and blow down each house until he comes to the brick/block house.



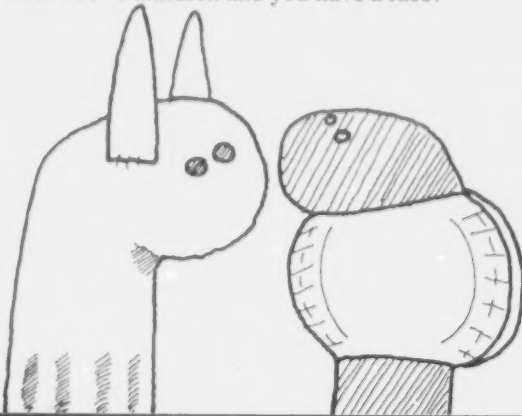
❸ **Goldilocks and the Three Bears** Invite children to bring in their stuffed animals and dolls to tell this story. Use child-sized furniture and dishes.



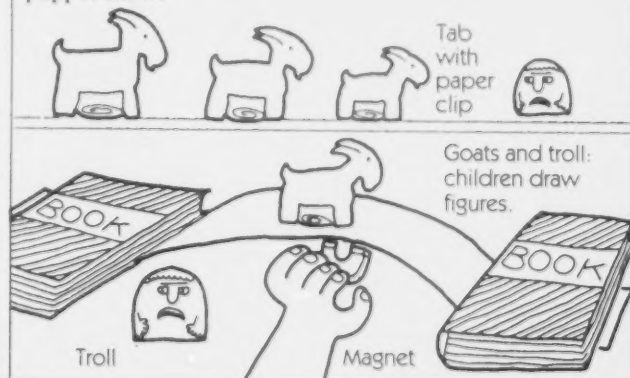
❹ **Gingerbread Man** Make all the characters out of real gingerbread! Younger children can mold rather than cut out figures. Retell the story with everyone repeating: "Run, run as fast as you can; you can't catch me; I'm the Gingerbread Man!"



❺ **The Hare and the Tortoise** Make a turtle puppet. Staple two paper plates together on two sides leaving an opening through which you can slide your hand. Put a sock on your hand and slip it through the paper plates. Color in the turtle's eyes on the sock. Make a rabbit puppet by sewing or gluing long paper ears to the sides of a sock on your hand. Put the puppets on the hands of two children and you have a race!



❻ **Three Billy Goats Gruff** Let children draw cardboard figures of the three sizes of goats and an ugly troll. Cut out with a tab at the bottom of each. Place a paper clip on each tab and fold. Place a rectangular piece of cardboard between two heavy books so that it arches like a bridge. Now use a magnet to pull goats over the bridge. The magnet is held under the cardboard bridge. Retell the story as you give a puppet show.

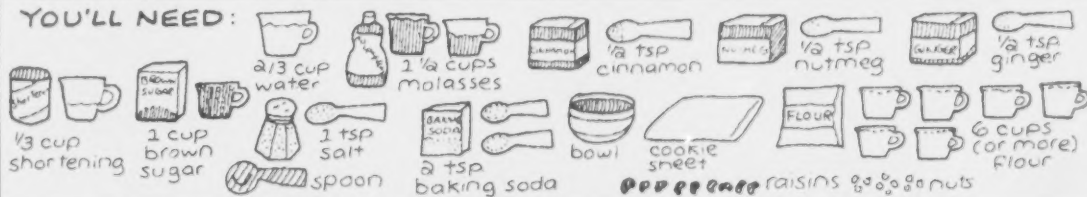


BIG BATCH OF GINGERBREAD[☆]



THE
GINGERBREAD
BOY

YOU'LL NEED:



WHAT TO DO:

1.

Combine
sugar,
shortening,
molasses.

2.

Mix all dry
ingredients
together.

3.

Add dry
ingredients
to moist
ingredients
Mix

4.

Roll or pat out
gingerbread
people.

5.

Decorate with
raisins and
nuts.

6.

Bake at 350°F
for 15 minutes
on a greased
cookie sheet

Taken from *Concept Cookery* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

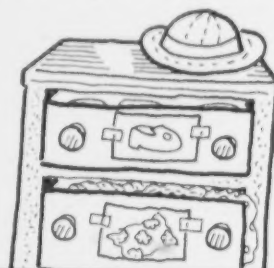
- 📖 *Little Red Riding Hood* by Jakob Grimm retold by Trina Hyman (Holiday House)
- 📖 *The Three Little Pigs* by Paul Galdone (Clarion Books)
- 📖 *The Hare and the Tortoise* by Helen Ward (Milbrook Press)
- 📖 *The Gingerbread Man* by Jim Aylesworth (Scholastic)
- 📖 *Goldilocks and the Three Bears* by Jan Brett (Putman)

Dress-up Chest

A small chest of drawers provides an ideal storage place for dress-up clothes. Use a picture label on each drawer to identify contents.

Include larger boy's and girl's clothing as well as adult sizes. Place uniforms, assorted shoes (without high heels or platforms), belts and colorful scarves in the chest. Children love to wear hats; but be careful of any that might have head lice.

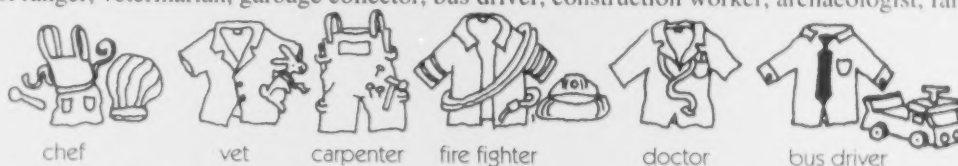
Ask families for donations. Check out yard sales and thrift shops for interesting additions



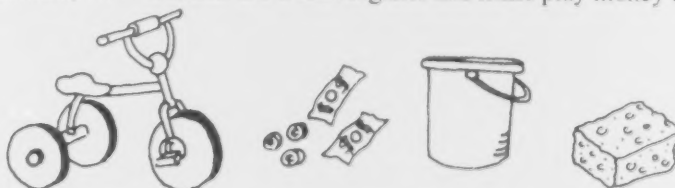
HELPFUL HINTS: Dramatic Play Outdoors

Use outdoor play structures to capitalize on children's interest in dramatic play.

▲ Do you have a wooden bridge on your climbing structure? Act out "The Three Billy Goats Gruff." Climbing structures with fire fighter poles are great for dramatic play. Collect **prop materials** for any of the following themes: forest ranger, veterinarian, garbage collector, bus driver, construction worker, archaeologist, farmer.



▲ Provide water, soap, hose, rags, and buckets and children can play "Car Wash" as wagons and Big Wheels come through their "business." Let children use a cash register and make play money for "tokens."



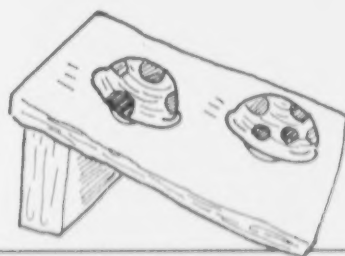
▲ The **sandbox** is a great area for dramatic play. Provide plastic dinosaurs, farm animals, or kitchen utensils to set the stage!



Ideas: Mary Beth Spann Minucci, Kathy Faggella, Karen Stephens

Art: Debby Dixler, Catherine Minor

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For People Who Care for Young Children

NO SWEAT OLYMPICS

Summer weather can often be so hot and humid that no one wants to be very active. The No-Sweat Summer Olympics includes activities that do not require high-energy output, but are exciting and fun!

The Olympics can be set up as a team competition or you can give each child a list of activities to do depending on his age and stage of development. Children should do activities in which they can usually be successful, but are challenged at the same time. Each child's list may be different. It can take place all through your summer program, on just one day, or over a week's time.

Add some spirit to the games by helping children make pennants and flags. You can give stickers to children as they complete each event. Make gold ribbons from foil-covered circles with paper ribbons attached. Flags can include the traditional Olympic logo of five interlocking rings.

The Olympic parade is your final activity presenting all participants wearing their stickers and medals and carrying their flags and pennants.

It is important to nurture good sportsmanship qualities. Remind children that participating and enjoying the events, plus giving one's best effort, are more important than winning. Add some

activities of your own and let children design some NO-SWEAT events of their own.

◆ **Frisbee Throw** (also good with bean bags) Hang a Hula Hoop from a swing set and invite children to throw frisbees through it.

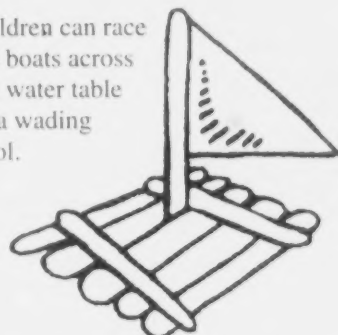
◆ **Bean Bag Jacks** Empty a bag of lima bean seeds on the floor or table. Place one seed on the back of every child's hand and let them pick up as many seeds with the same hands as they can without the seed falling off.

◆ **Sitting Down Basketball** Tie a rolled up paper bag to a long string and place the end of the string under the weight of a trash can. Invite children to sit away from the trash can and toss the paper ball into it. They can pull on the string to bring the ball back.

◆ **Ring Toss** Set up a carton of empty soda bottles and let children toss canning jar rings trying to encircle bottle necks.

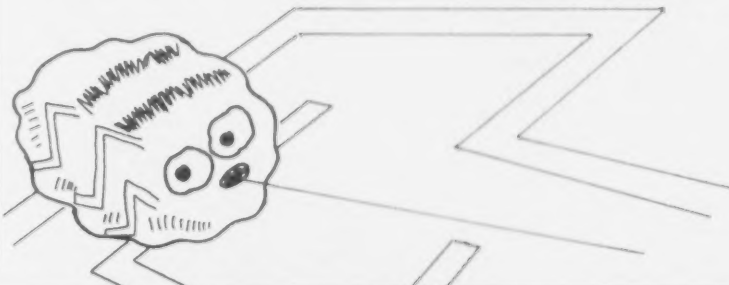
◆ **Popsicle Stick Sail Boats** Let children glue five vertical Popsicle sticks to two horizontal sticks, making a raft. By adding a sail,

children can race the boats across the water table or a wading pool.



◆ **Tic-Tac-Toe Toss** Make a large tic-tac-toe board on poster paper. Write one letter in each space. Have children toss bean bags onto X's or O's.

◆ **Puff Art Bug Maze** Help children make a puff art bug using one bag of cotton balls and one cup each of flour and water. Invite children to mix the ingredients together and shape a bug around the end of a long string. Allow the bug to dry and then let them paint on bug features. Use masking tape on the floor to make a maze. Let children place the bug at one end of the maze and pull it through from the other end without bumping into any obstacles.



MORE "NO-SWEAT" GAMES

◆ **Pom-Pom Toss** Let children toss pom-poms into a gallon jug.

◆ **Sock Sense** Invite children to reach into a sock filled with assorted items. Without looking, let them pull out two like-textured objects.

◆ **Growing Feats** Let children plant sunflower seeds and measure their growth in height. The competition is really between the flowers.

◆ **Ball Roll** Encourage children to sit on the floor and try to roll a ball around their own bodies using one hand and then the other. Challenge them to try the same activity from a kneeling position and then from a standing position.

◆ **Magnet Fishing** Help children make fishing poles with magnets for hooks. Fish are made with paper clip mouths.

◆ **Marshmallow Toss** Let children toss a large marshmallow in the air and catch it with a cup (variation of an Early American child's game). The prize is eating the marshmallows caught!



◆ **Giant Step** Have children take a giant step and measure the distance in inches.

◆ **Tennis Basketball** Have children stand about ten feet away and throw tennis balls into a trash can.

◆ **Daily News** Provide a sheet of newspaper for each participant and ask them to circle all the "B's" (or "F's" or "K's") they can find.

◆ **Pick-Up Sticks** Drop unsharpened pencils on the floor and challenge children to pick up the pencils with their toes.



◆ **Circles** Give each child a piece of chalk and let her stand with legs apart. Bending at the waist and stretching, challenge the child to draw the largest circle possible without falling over.

◆ **Slide Ball** Let children slide a ball down the sliding board to see whose ball goes the farthest.

◆ **Uneven Bars** Use tape or two broomsticks shaped in a V. Let children start at the point or the V and walk along the lines, without falling.

◆ **Magnet Worms** Help children make paper worms with paper clip mouths. Draw a maze on a piece of paper. Encourage children to set the worm at the beginning of the maze and use a magnet below the paper to manipulate the worm from beginning to end.

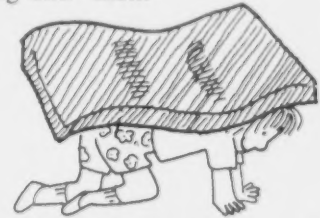
◆ **Toesies** Let partners roll down an incline with toes touching. Have them try to reach the bottom of the hill with toes still touching.

◆ **Bike Race** Let children use bikes and Big Wheels to race around a set course.

◆ **Clothes Pin Race** Invite teams of children to pass a piece of paper using clothespins. The fastest successful team wins.

◆ **Balance Beam Walk** Encourage children to walk across the beam, heel to toe, without falling off.

◆ **Turtle** Invite children to crawl beneath a mat like a turtle and go from one point to another without losing their "shell."



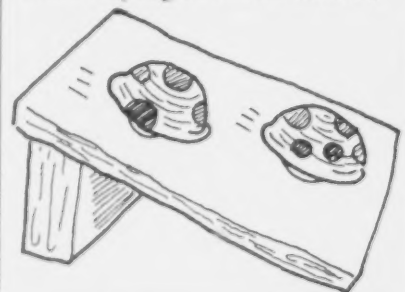
◆ **Scavenger Hunts** Set up small teams to search for a list of things.

◆ **Egg-On-Spoon Contest** Place hard-boiled or plastic eggs on spoons and let children move from one point to another.

◆ **Egg Roll** Invite children to use their noses to roll plastic eggs from one point to another.

◆ **Memory Game** Set out an assortment of items. Have each child in turn describe them. Cover over the items. Now have each child recall the items from memory.

◆ **Lady Bug Race** Help children create ladybugs using halves of walnut shells. Show children how to place a marble in the shell and slide the bugs down a ramp to see which ladybug travels the farthest.



CHOCOLATE BANANA POPS

Makes four banana pops. Alter the recipe to fit the needs of your class.

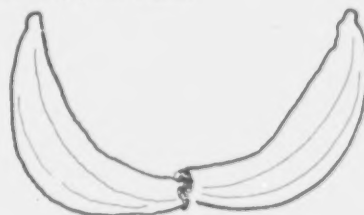
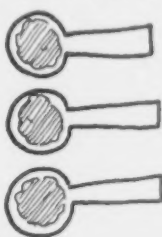
You'll Need:



4 popsicle sticks



3 Tablespoons cocoa



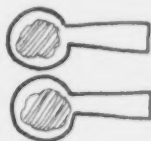
2 bananas



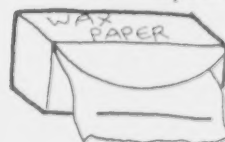
1 Tablespoon milk



2 Tablespoons honey

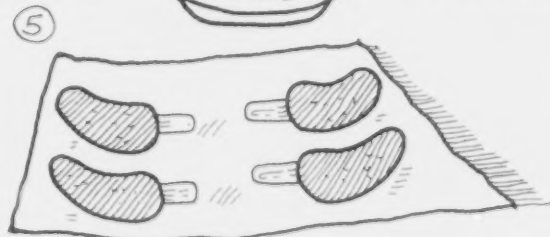


1/2 teaspoon vanilla extract



wax paper

What to Do:



1. Mix the honey, cocoa, milk, and vanilla on a plate. Stir the mixture until it's smooth.
2. Peel the bananas and cut them in half.
3. Push a popsicle stick into each cut end.
4. Roll the banana halves in the cocoa and honey mixture until they are completely covered.
5. Place the bananas on a sheet of wax paper.
6. Freeze them overnight. If you can't wait that long, freeze them for at least 3 hours.



Taken from *First Teacher Magazine*

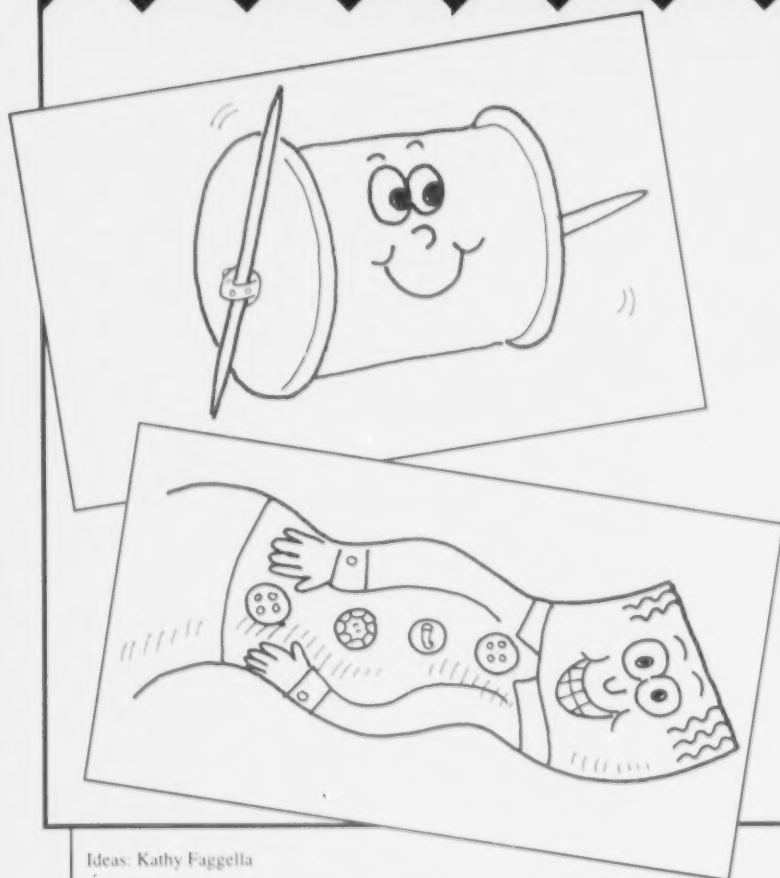
BOOK CORNER:

IN THE

- 📖 *Koala Lou* by Mem Fox (Harcourt Brace)
- 📖 *The Mud Flat Olympics* by James Stevenson (Greenwillow)
- 📖 *Olympics* by B.G. Hennessy (Penguin USA)
- 📖 *The Ojo Olympics* by Janelle Cherrington (Simon & Schuster)



AFTER-SCHOOLER IDEAS: More Fun—No Sweat!



◆ **Walking Thing** Help children put a thick rubber band through the holes of a thread spool (preferably wooden). Insert a toothpick in each loop of the rubber band. Let children wind up each toothpick in alternating directions and watch the spool "walk."

◆ **Creepy Willie** Help children make Creepy Willie using 2" x 7" pieces of paper. Invite children to draw his head at one end of the paper and decorate his body. Roll Willie around a pencil to curve his body. Lightly sponge him with a damp sponge. Let children set him at the edge of the table and gently blow on his body to see how far Willie will crawl.

Ideas: Kathy Faggella

Art: Nina Woldin, Debby Dixler

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Learn-At-Home Training for Child Care Professionals

WELCOME to the EVERYDAY TLC Learn-At-Home Continuing Education Program

We hope you will enjoy the fun and ease with which you can earn continuing education contact hours in your own home. Here's how it works:

- Step 1:** Review the continuing education self test on the following two pages in this issue of EVERYDAY TLC.
- Step 2:** Sit back, relax, and read through your issue of EVERYDAY TLC.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated.) Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your EVERYDAY TLC issue!
- Step 4:** Remove your completed test sheets from EVERYDAY TLC. Be sure to include your name and complete mailing address in the space provided on the test sheets. Place the test sheets and a \$5.50 check or money order for the continuing education fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education will arrive within 3-4 weeks.

* **OR SAVE MONEY BY:** Removing completed test sheets and saving them until you have 8. Send them to the above address with a \$22.00 check or money order. You will receive a certificate of completion of 8 hours of continuing education within 3-4 weeks

- ▲ The following states have approved the EVERYDAY TLC Learn-at-Home Training for licensing hour requirements: AK, AL, AR, CO, OK, OH, PA, RI, TX.
- ▲ We hope you will enjoy this practical, convenient new way to learn at home.
- ▲ **QUESTIONS:** Please call: 1-800-677-6644.

Please note: Continuing education requirements differ in each state. We highly recommend that you check with your state's child care licensing agency or Department of Education to confirm their acceptance of this program's credit contact hours. EVERYDAY TLC will continue to research this issue and will provide state continuing education information as we receive it.

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HEALTHY SUMMER PRACTICES

Healthy summertime practices are the responsibility of each caregiver. As always, we role model what is appropriate and involve children in as many aspects of good health as possible through the use of activities, stories, and games. By preparing nutritious snacks with children, we are demonstrating the fact that the body needs the nutrients (vitamins and minerals) in foods for energy, for growth and to feel strong. By suggesting games that use the whole body, we are showing them that it feels good to move and it also enhances their self confidence.

Answer the following questions on this sheet. You may attach extra sheets, if necessary.

1. Out-of-doors play areas should have some shade from hot sun, good surfaces (sand or wood chips under climbing equipment, black top for riding toys and grass), be convenient to get to and be close to bathrooms. Take a good look at your outdoor area. Are you able to maintain good health practices during the summer in this space? Tell three pluses and three minuses of your outdoor play area. Then talk about needed changes.

▲ Good things (the Pluses)

1. _____
2. _____
3. _____

▲ Not So Healthy Things (the Minuses)

1. _____
2. _____
3. _____

▲ Needed Changes

2. Look at one week's menu to see if you are taking full advantage of the fresh fruits and vegetables of the season as well as preparing appropriate meals for the summer. (If children bring food from home, check what they are eating.) Decide if your meals and snacks are right for children during the week and make changes where necessary. Tell what you noticed about your planned menu and what changes, if any, needed to be made. (Parents might need some suggestions about foods they send with their children. How will you do that?)

3. Because rest is so important to young children, the nap and rest schedule, ideally, should be flexible to meet their individual needs. Write down your naptime practice, especially as it applies during the summer. What would you like to see changed?

4. Since sun care and insect repellent products are so vital during the summers, what policies do you have in regards to their usage? Describe how you put the policies into practice.

5. Describe two of your most successful summertime activities. Draw some conclusions why you think these work so well and how could you add more activities like these.

1. _____
- _____
- _____
2. _____
- _____
- _____

Name _____

Address _____

City _____ State _____ Zip Code _____

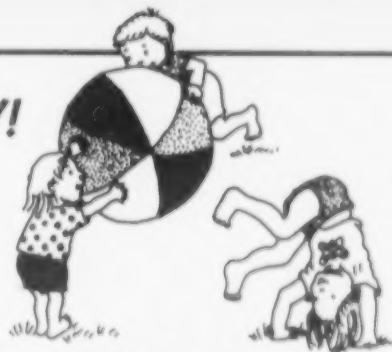
Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE



GET HEALTHY!

by Kathy Faggella



Summer is a wonderful time to 'get healthy'. Children, as well as adults, respond to the invitation to be outside, play and exercise a little more, relax a bit, give some time to daydreaming and eat fresh, lighter foods that give the body its best nourishment.

Physical activity increases during the summer. Walking, running, riding, trikes, jumping, rolling down hills, and swimming build stamina and are all-around good aerobic exercises for most children. This outdoor play starts a lifelong habit of exercise. Once everyone realizes how good this kind of activity feels, they want to keep it up.

The mark of any good childcare program is balance. To balance lots of exercise, you need rest and calm, especially in the summer when 'overdoing it' can happen very quickly. Set aside specific times for children to calm and cool down. Some relaxation activities include: blowing bubbles together, cloud gazing while lying on the grass, listening to natural sounds (wind in trees, birds singing, airplanes droning by, insects buzzing), listening to wind chimes, collecting scents of trees and flower blossoms and delighting to a book read in the shade of a tree.

Along with relaxation comes daydreaming. Too often we herd children around in groups and forget that they, like us, need individual space to just think. A quiet corner in your home or center with cozy cushions, some

stuffed animals and pictures encourage children to center themselves.

The summer presents opportunities for everyone to eat healthier. More local and fresh fruits and vegetables are available. Meals are lighter because we soon realize that heavy foods only add to heat discomfort and bog down our activity levels. So summer is the perfect time to eat fresh produce and to get children involved in growing their own foods!

A few tomato and lettuce plants, radish, carrot, and bean seeds will produce enough of a crop to delight young farmers and provide lots of learning. Somehow children will usually eat what they have grown. Even a few herbs, such as parsley, basil, tarragon, rosemary and a scented geranium or two, are fun to grow, use in foods, and dry for their fragrance. The following are some healthy hints for these summer months.

- ▲ Always offer lots of cool, fresh water and clean paper cups, both in and outside, whenever children want a drink.
- ▲ Keep soapy, running water available, especially outdoors for children to keep hands clean outside. Use a clean, liquid laundry soap container with a push button spigot or old picnic jug clearly labeled with a handwashing sign.
- ▲ Keep on hand a variety of cool activities to do when you notice children are getting hot and sweaty.
- ▲ Check with parents to make sure children do not have any

physical limitations that would prevent them from being active outdoors or do not have any allergies, to bees, pollens, vegetation.

▲ Use helmets when riding trikes—to prevent injury and help begin the lifelong habit of wearing head protection on trikes, bikes, inline skates, and so on.

▲ Water in small pools should be emptied each day and rinsed with a bleach solution or allowed to dry thoroughly in the sun. Do not try to chlorinate small wading pools.

▲ Shoes or sandals help children walk on hot black top and can also be worn into the wading pool to prevent slipping.

▲ Sun block is a parent responsibility and is usually applied by him or her at the beginning of the day. Check your own state health regulations.

▲ Insect repellent is also the parent's responsibility. Check your local laws and discuss the issue with parents.

▲ Brimmed hats should be available for each child.

▲ Sunglasses are advisable when the sun is strong.

▲ Bathing suits should be laundered with soap and hot water and dried well before reuse.

▲ Be especially careful about food preparation, service, and storage. Cold foods must be kept cold until eaten and hot foods must be kept hot until served.

▲ Wash outdoor toys with bleach solution regularly, in case birds, cats, dogs, other creatures, and even mold have gotten to them.



PLANS FOR JULY



Activity	Week of July 3	Week of July 10	Week of July 17	Week of July 24
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



BOOKS TO READ

CAMPING

- 📖 *Arthur Goes to Camp* by Marc Brown (Little Brown)
- 📖 *When I Go Camping with Grandma* by Marion Dane Bauer (Bridgewater Books)
- 📖 *Bailey Goes Camping* by Kevin Henkes (Morrow)
- 📖 *Just Me and My Dad* by Mercer Mayer (Western)

FAIRYTALES

- 📖 *Little Red Riding Hood* by Jakob Grimm retold by Trina Hyman (Holiday House Inc.)
- 📖 *The Three Little Pigs* by Paul Galdone (Clarion Books)
- 📖 *The Hare and the Tortoise* by Helen Ward (Milbrook Press)
- 📖 *The Gingerbread Man* by Jim Aylesworth (Scholastic)
- 📖 *Goldilocks and the Three Bears* by Jan Brett (Putman)



OLYMPICS

- 📖 *Koala Lou* by Mem Fox (Harcourt Brace)
- 📖 *The Mud Flat Olympics* by James Stevenson (Greenwillow)
- 📖 *Olympics* by B.G. Hennessy (Penguin USA)
- 📖 *The Ojo Olympics* by Janelle Cherrington (Simon & Schuster)

COOL GAMES FOR SUMMER

Summer weather can often be so hot and

humid that no one wants to be very active. Here are some activities that do not require high-energy output, but are exciting and fun!

◆ **Frisbee Throw** (also good with bean bags) Hang a Hula Hoop from a swing set and let your child throw Frisbees through it.

◆ **Bean Bag Jacks** Empty a bag of lima bean seeds on the floor or table. Place one seed on the back of your child's hand and let her pick up as many seeds with the same hand as she can without the seed falling off.

◆ **Sitting Down Basketball** Tie a rolled up paper bag to a long string and place the end of the string under the weight of a trash can. Invite your child to sit away from the trash can and toss the paper ball into it. She can pull on the string to bring the ball back.

◆ **Ring Toss** Set up a carton of empty soda bottles and let your child toss canning jar rings trying to encircle bottle necks.

◆ **Ball Roll** Invite your child to sit on the floor and try to roll a ball around her own body using one hand and then the other. Challenge her to try the same activity from a kneeling position and then from a standing position.

◆ **Magnet Fishing** Help your child make a fishing pole with a magnet for a hook. Fish are made with paper clip mouths.

◆ **Giant Step** Invite your child to take a giant step. Measure the distance in inches.

◆ Tennis Basketball

Challenge your child to stand about ten feet away and throw tennis balls into a trash can.

◆ **Daily News** Provide a sheet of newspaper for your child and ask her to circle all the "B's" (or "F's" or "K's") she can find.

◆ Pickup Sticks

Drop unsharpened pencils on the floor and encourage your child to pick up the pencils with her toes.

◆ **Circles** Give your child a piece of chalk. Invite her to stand with legs apart. Bending at the waist and stretching, let your child draw the largest circle possible without falling over.

◆ **Magnet Worms** Help your child make paper worms with paper clip mouths. Draw a maze on a piece of paper. Have your child set the worm at the beginning of the maze and use a magnet below the paper to manipulate the worm from beginning to end.

◆ **Egg Roll** Challenge your child to use her nose to roll a plastic egg from one point to another.

◆ Memory Game

Set out an assortment of ten items. Invite your child to describe them. Cover over the items. Now have your child recall the items from memory.

COOL SUMMER FUN

CHOCOLATE BANANA POPS

You'll Need: 4 Popsicle sticks ▲ 3 Tablespoons cocoa ▲ 2 bananas
▲ 1 Tablespoon milk ▲ 2 Tablespoons honey ▲ 1/2 teaspoon vanilla
extract

What to Do:

1. Mix the honey, cocoa, milk, and vanilla on a plate.
Stir the mixture until it's smooth.
2. Peel the bananas and cut them in half.
3. Push a Popsicle stick into each cut end.
4. Roll the banana halves in the cocoa and honey
mixture until they are completely covered.
5. Place the bananas on a sheet of wax paper.
6. Freeze them overnight. If you can't wait that long,
freeze them for at least 3 hours.



FUN WITH BUGS

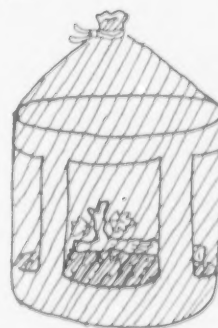
Catch insects in the net with your child and observe them for a short time in the bug keeper.

BUG KEEPER

You'll Need: old, clean, bleach bottle ▲ old, clean,
nylon stocking ▲ wire twister ▲ dirt, grass, twigs
▲ scissors or craft knife (ADULT USE ONLY)

What to Do:

1. Cut away the top of the bleach bottle.
2. Cut windows around the bottle.
3. Pull stocking over the whole bottle.
4. Add dirt, grass, and twigs
with leaves on the bottom
of the bottle.

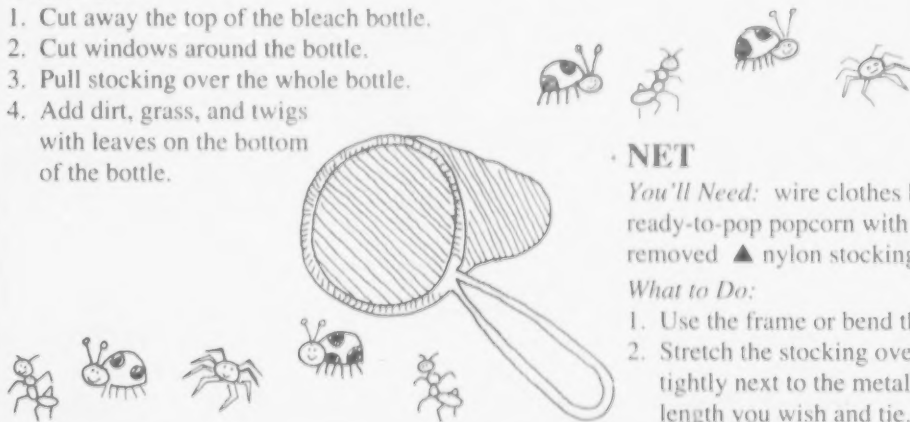


NET

You'll Need: wire clothes hanger or a frame from
ready-to-pop popcorn with aluminum foil and pan
removed ▲ nylon stocking ▲ needle and thread

What to Do:

1. Use the frame or bend the hanger into a net shape.
2. Stretch the stocking over the frame and sew on
tightly next to the metal frame. Shorten to the
length you wish and tie.





RESOURCE BOOK SPECIALS

3 BOOKS FOR \$12.34! (a \$30.85 value)



Explorations in the natural sciences are perfect for summer fun and learning. Spur-of-the-moment experiences, experiments, and creative activities help kids learn about air, plants, animals, and earth. (112 pgs.)

Explore and Experiment ~~\$10.95~~ \$5.48



20 full page seasonal recipe charts and lesson plans to teach concepts through cooking. Summer recipes include: Star Salad, Buzzy Bees, Tuna Boats, and Garden Soup. (96 pgs.)

Hands-On Cooking ~~\$9.95~~ \$4.98



Creative Ways to make a child's daily routines enjoyable and enriching and to strengthen the bond between parent and child. Activities for while you cook, clean, do laundry, travel in the car... (96 pgs.)

Parents and Kids Together ~~\$9.95~~ \$4.98

▲ *Explore & Experiment* \$5.48 ▲ *Hands-On Cooking* \$4.98 ▲ *Parents and Kids Together* \$3.49
▲ Set of Three Books \$12.34 (60% off)

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Send check or money order to:

**First Teacher ♦ P.O. Box 180
Wilmington, N.C. 28402**

All prices subject to change without notice.

Add 6% sales tax for North Carolina residents only.

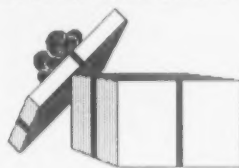
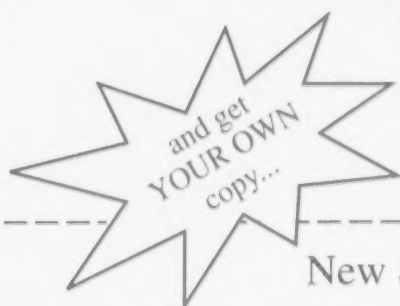
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PLEASE NOTE:
The July test
DOES count for
CDA credit!

Week One
July 31, 2000

For People Who Care for Young Children

EXPERIMENTS WITH WATER

It's never too early to introduce "the scientific method" to children. And during the summer, experiments with water are fun and cooling.

There are so many simple experiments to do with young children! Let them wonder about things without telling them what is obvious to an adult.

LET CHILDREN WONDER!

Make parents aware of and involved in the "scientific method" approach you are teaching. They can help by NOT "telling their children the answers" to the scientific questions they ask.

Try the following simple experiment with your children.

SINK OR FLOAT?

◆ Pre-Teach Vocabulary

Collect a few objects, such as a wooden block, a spoon, an apple, a stick, a crayon, and some pebbles or stones. Teach children what the word "sink" means by demonstrating with one object that immediately falls to the bottom of the water table or basin. Similarly, teach them the concept of "float." Say nothing about WHY things sink or float or what kinds of objects sink and what kinds float.

◆ **Wonder and Guess** Ask children why they think some objects sink and others float. Accept all ideas as "wonderful

guesses"! Help children choose one of the ideas to "test out." For example, one child might guess that big things sink and small things float. Another child might say that heavy things sink and light things float. Have children choose one idea at a time to "test the guess" (check the hypothesis).

◆ **Get Ready to Try Out the Guess** To prepare to "test a guess," help children make a chart showing the two types of categories they are going to try out. Have children search for items they could try out, and help them to list these objects on a big chart by drawing and/or writing their names. Be sure to list items only under one category at a time (a hammer is big for one test; a hammer is heavy for another test). Be sure that children create the lists. Your job here is to veto the testing of objects that will be ruined by getting wet! As objects are accepted for testing, list them, and place them into two separate boxes. Each box will be labeled (with a drawing too): "We think that all big things will sink," and the other will say, "We think that all small things will float."

◆ **Try It Out and Watch What Happens** (carrying out the experiment and collecting data) Have children take turns trying out each item in water. As each item is "tested," have children tell or draw a picture of what actually happened

to it, and record it on a large chart. Have children place objects into two new piles: objects that SINK, and those that FLOAT. Avoid telling children why they are getting these results!

◆ **Tell What Happened and Report It** (draw conclusions and hypothesize) Encourage children to look carefully at the two new piles. Ask them to recall what they thought would happen, and then tell what actually happened. Have them decide if their first "Guess" (hypothesis) turned out to be "right"/"true"/"supported," or "wrong"/"false"/"unsupported." Show excitement over their results! Help children see that every experiment teaches them something wonderful. Now they know something they didn't know before! They now know that size doesn't tell if something can sink or float! That is an amazing discovery!

◆ **Guess Again!** (test out a new hypothesis) Start over again! Encourage children to create a new guess as to what kinds of grouping of objects will sink or float. Keep at it until children either discover what the scientific community already knows, or until they are tired of this particular question. Then move on to another experiment. There are more suggestions for experiments on the following pages.

LEARNING THE PROPERTIES OF WATER

*Help children learn about the qualities of water through simple hands-on experiences.
Ask children questions that encourage them to wonder, make guesses, and try out their guesses.*

WATER HAS WEIGHT.

- ◆ Concepts are clear when tied to experiences that are simple and hands-on. Let children take turns weighing and measuring water. To expand the concept, use different-sized and shaped cups. Allow enough time to let children experiment at their own pace.
- ◆ Pass a pitcher of water for children to dabble fingers in. Say, "Do you think this clear-looking water is heavy? Let's find out."
- ◆ Let children take turns standing in a small wading pool, holding an empty bucket. Have other children take turns pouring water into the bucket until it is too heavy for one child to hold.



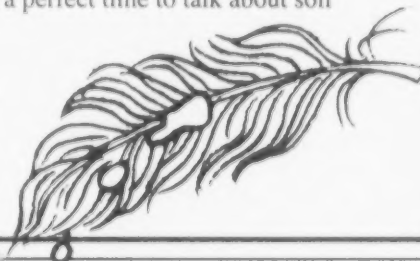
WATER GOES IN THE AIR.

- ◆ On a hot day, let children wash all the doll clothes they can find and hang them in the sun. Give children brushes and buckets of warm water. Go outside and have them paint huge pictures on the sidewalk, on the building. After a while, ask, "Where did the water go?" Talk about what happens to the water when it disappears. Ask, "Where could it be?" "Only air touches it." Explain that the water has gone into the air in very small drops that we can't see it anymore and that when the air takes up water, it is a process called evaporation.
- ◆ Invite children to dip different fabrics in water. Let them use cotton, nylon, wool, terry cloth, and vinyl. Help them hang some out in the sun and others in the shade. Ask children what the difference is in drying time in the sun and shade.
- ◆ After a rain, mark the outline of the puddles in the play yard or on the sidewalk with small pebbles. After the puddle has started to evaporate, encourage children to observe it shrink.
- ◆ Set out shallow pans of water. Have children take off their shoes and socks, step in the water, and make as many footprints as possible. Ask children how long the footprints last and to observe when they evaporated and disappeared.



WATER GOES INTO SOME THINGS AND NOT OTHERS.

- ▲ Take a medicine dropper and drop water onto a paper towel, wax paper, aluminum foil, terry cloth, and polyester. Talk about which fabrics absorb and which do not.
- ▲ Let children do the experiment again with pans of dirt, sand, and pebbles. Encourage them to pour several cupfuls of water into each pan and find out in which pan the water sinks in first and in which pan the water sinks in last. Try it another time on loosely dug dirt and packed dry soil. This is a perfect time to talk about soil conservation.
- ▲ Make some squares out of an old sheet. Make others out of plastic. Go from child to child putting a square of cloth on one arm and a square of plastic on the other. Spray each lightly with water. Ask, "What did you feel?" "Which fabric would you like for a raincoat?"
- ▲ Give each child a feather and carefully drop one drop of water on the feather. What happens? Talk about how birds stay dry in rainstorms.



SOME THINGS DISAPPEAR IN WATER:

SOME DO NOT

You'll Need:



clear plastic bottles with secure lids

◆ water

◆ vegetable oil

◆ blue food coloring



◆ old crayon stubs



◆ peeler



What to Do:

1. Let children add drops of blue food coloring to water. Does it mix with the water?
2. Fill a bottle half full of blue water.
3. Help children add some oil and secure the cap.
4. Let them shake the bottle. Does the oil seem to blend with the water as the blue coloring did?
5. Let the bottle stand for a few minutes. Where is the oil now?
6. Use the peeler to make crayon shavings of various colors.
7. Put them in an empty bottle.
8. Fill the bottle almost to the top with water.
9. Let children shake the bottle and tell what happens. Do the shavings disappear?
10. Children might like to make a bottle with water, oil, and shavings.

Taken from *Explore and Experiment* by Jeannine Perez (First Teacher Press)

BOOK CORNER:

IN THE

- 📖 *Maisy Goes Swimming* by Lucy Cousins (Little Brown)
- 📖 *Froggy Learns to Swim* by Jonathan London (Puffin Books)
- 📖 *Water Play* by Margaret Miller (Little Simon Books)
- 📖 *To the Pool with Mama* by Sue Farrell (Annick Press)
- 📖 *D.W. All Wet* by Marc Brown (Little Brown)



INFANT CARE: Exploring Water

Babies and young toddlers are your youngest scientists.

Let them play with and explore the properties of water, ALWAYS with an adult beside them.

- ◆ Set up a dishpan of warm water outside. Give the child, cups, spoons, funnels, and a whisk. Encourage him to play freely with the water. Vary the play in a very shallow wading pool or dishpan indoors.
- ◆ In an outdoor area, prepare one dishpan of warm water and another dishpan with cold water. Invite babies to play freely in both pans. Talk to them about the different temperatures. Add cups, spoons, and funnels for her to play with. Talk about how the water feels in the two pans.
- ◆ Place a dishpan of water in front of the baby or toddler. Place items that float in the water and also items that sink. Talk about what happens to each item. Encourage the baby to play with the water and the objects. She may want to put some items inside others to see what happens.
- ◆ Add peppermint extract to a dishpan of water. (Lemon juice or orange extract also work nicely.) Together with the baby, smell the water. Add plastic utensils, cups, funnels. Encourage her to play in her own way. Talk about how this water smells.
- ◆ Cut up large kitchen sponges into different shapes, such as circles, triangles, and squares. Get a bucket of water. Invite your toddler to play outside with the sponges and water. Talk about the shapes of the sponges as you use them together.

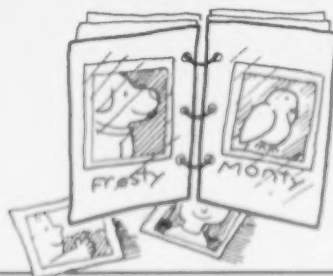
- ◆ Pour water into a sandbox or sand pile. Encourage the baby to play in the sand. Talk about the different textures. Invite her to play freely with cups, spoons, and funnels.



Ideas: Kathy Faggella, Karen Stephens

Art: Debby Dixler, Catherine Minor, Nina Woldin

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For People Who Care for Young Children

SUMMER BOOKS AND BEYOND



Summertime is the perfect time to take a book out under a tree in the afternoon and read. The following is a short list of books that can be read on a summer day. They are fun to read to children, as well as to use for discussions and as springboards for activities. These books can be found in bookstores or in libraries. Use them as a guide. There are many great books on summer that can lead to fun, learning activities. **¶** *On My Beach There Are Many Pebbles*, by Leo Lionni (Astor Book-Ivan Obolensky) Although almost 30 years old, this book is a classic. It helps children look at rocks in new ways; natural formations can be seen as letters, numbers, faces, and shapes. Take children to a beach (or other spot with many stones and rocks) and let them observe and collect. When you return, try some of these activities.

- ◆ Invite children to **sort** the rocks according to different categories, such as color, size, markings, shape, and texture. Then have them pick several rocks to make glued sculptures. (Use Tacky Glue.)

- ◆ Have children **paint** or **draw** with markers on rocks. Seal with a

spray of clear acrylic.

- ◆ Set stones into sand and **make plaster casts** by pouring Plaster of Paris onto the area.

- ◆ Have a rock **scavenger hunt**. Make up cards with pictures of rocks that are black, white, rough, smooth, white-ringed, shiny, and so on. Let children hunt for these specific items and bring them back to compare.

- ◆ Have each child find and **collect one type** of pebble or stone. It can be just one color (all white) or just one shape (all flat) or just one kind (all quartz).

Then have children **make a path** by leaving a trail of only their kinds of rocks around the yard. Other children can follow the trails.

Make sure to read the story "Hansel and Gretel" to children. The trail of white stones in the moonlight will have more meaning.

¶ *The Sand Castle* by Shannon Brenda Yee (Greenwillow)

This is a great imaginative story for children about **sand play**. After reading this story, take children to a sand table or sandbox and give them shovels. Sand provides a great sensory experience for children-- indoors and outdoors! If you live near an ocean or lake, the beach can be your best resource for

sand play. Here are some ways to introduce sand play to your youngest children.

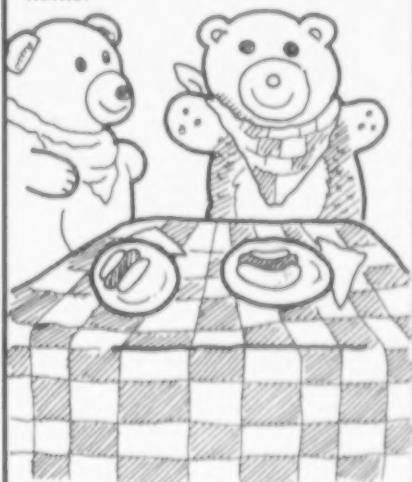
Encourage children to **play freely with the sand**. Let them pinch, rub, and sprinkle sand through their fingers. Invite children to pour sand through funnels and sifters. Blow through straws and encourage children to watch how the sand moves. Talk about how the sand feels.

Provide preschool and older children with sand and tell them that sand is made by the wind and water wearing away at rocks and shells until they become so small that they are called "grains." Invite children to **use a magnifying glass** to observe the grains a little closer—checking their size and color.

Challenge children to **construct a village or town**, using utensils such as shovels, buckets, combs, and cups, if they wish. By adding water, the sand will mold and the buildings will stay in place. Encourage children to add props such as cars, trucks, toy people and animals, plastic spoons, thread spools, berry baskets, and boxes to bring the village to life. Talk about how this sand village is like your city or town.

MORE SUMMER BOOKS & ACTIVITIES

T *The Bear's Picnic*, by Stan and Jan Berenstain (Random House) and *Little Critter's Picnic*, by Mercer Mayer (Golden Books). Both of these books tell the same story; the bear and critter families are trying to find the best picnic spot but run into mosquitoes, a dump, rain, and other picnic spoilers. Both families decide the best place to picnic is right at home.



◆ Have a rainy day picnic inside one day. Spread blankets on the floor, unpack a basket of food, and eat. Play some indoor games and pretend to take a hike around the room.

◆ Play the Picnic Game. Have children make up food cards by cutting out magazine pictures and pasting them onto index cards. Then sit in a circle, with a pile of the food cards and a picnic basket. Invite children to draw one card at a time and decide if that is a food that they can take on a picnic. If it is, put it into the basket. You can also have small groups of children work together and pick food cards for their picnic basket. Then go on

a pretend picnic and compare foods each group packed. Or have each child pick one card and go around the circle and decide if each card picked is a picnic food. Make sure you let each child tell why the card/food chosen would or would not be considered a picnic food. Let children put the appropriate cards into the basket and all go on a "picnic."



T *Over in the Meadow*, by John Langstaff (Harcourt, Brace, Jovanovich). This delightful book portrays the animals of the old chant,

*"Over in the meadow in a new little hive,
Lived an old mother queen bee
and her honeybees five.
'Hum,' said the mother.
'We hum,' said the five.
So they hummed and were glad
in their new little hive."*

The book extends this catchy rhythm and rhyme to other animals and insects. Read it to children, then invite them to make up more chants using this format.

◆ Combine the book's verses with your own verses and have a choral speaking time.

◆ Let each child illustrate one type of animal and bind the illustrations into a book called, "Over in Our Meadow."

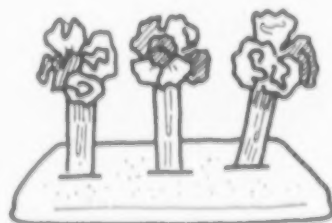
T *Planting a Rainbow* by Lois Ehlert (Harcourt, Brace, Jovanovich). This beautiful, brightly colored book goes along with the book, *Growing Vegetable Soup*, also by Lois Ehlert.

◆ Use both books as a guide for starting a garden. Have children help pick out flowers and vegetables in all the colors of the rainbow. Make colorful signs to mark each row of seeds and plants. ◆ Indoors, have each child make a "Rainbow Flower Garden" out of tissue paper flowers.

You'll Need: all colors of tissue paper ▲ craft sticks or popsicle sticks ▲ clean, white foam meat trays ▲ Tacky glue

What to Do:

1. First, have children tear or cut 2-inch squares of tissue paper and crunch them up in the middle. Glue a square to one end of the stick. Children can glue two more colored, crunched squares directly on top of the first one.
2. Continue to make tissue paper and craft stick flowers until each child has about nine.
3. Help children push the free end of each stick through the inverted meat tray so that each stands up rather straight and looks like a flower blooming in a garden.



Rainbow Twirler Pattern

Cut on solid lines

Fold on dotted lines

Fold Forward

Draw and color in stripes on back of paper.



Fold Back

Draw and color in stripes on front of paper.

Fold Back

Fold Back

RAINBOW TWIRLERS

Paper airplanes and flyers fascinate children. This helicopter-type flyer is very simple to make. Children can first color it in rainbow stripes, then cut out on solid lines, and fold, according to directions, on dotted lines. As they drop these Rainbow Twirlers, they can watch the colored lines become twirling circles of color!

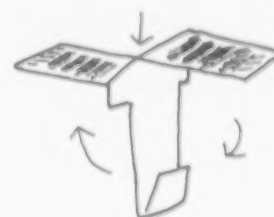
You'll Need: a copy of this pattern
◆ crayons ◆ scissors

What to Do:

1. Have children draw and color in stripes on the back of one side of the paper and on the front of the other side.
2. Help children cut along the solid lines of the pattern and fold along the dotted lines.
3. When finished, hold the twirler up high, release, and watch it twirl!



Hold assembled twirler up high.



Release and watch it twirl.



Taken from *First Teacher Magazine* (Idea by Kathy Faggella)

BOOK CORNER:

IN THE

- ▮ *The Teddy Bears' Picnic* by Jimmy Kennedy
(Peter Bedrick Books)
- ▮ *In the Sand* by Dawn Apperley (Little Brown)
- ▮ *The Sand Children* by Joyce Dunbar
(Cross Educational Software)
- ▮ *Sand* by Nancy Woodman (National Geographic Society)
- ▮ *Sylvester and the Magic Pebble* by William Steig
(Simon and Schuster)

INFANT CARE: Baby Books

*Your babies will enjoy listening to the stories you tell the older children.
But they will be delighted by these books you create just for them.*



MY FIRST TOUCH AND FEEL BOOK

You'll Need: textured materials—velvet, lace, fake fur, aluminum foil, cotton, wool ♦ several pieces of cardboard ♦ hole punch ♦ yarn or string

What to Do:

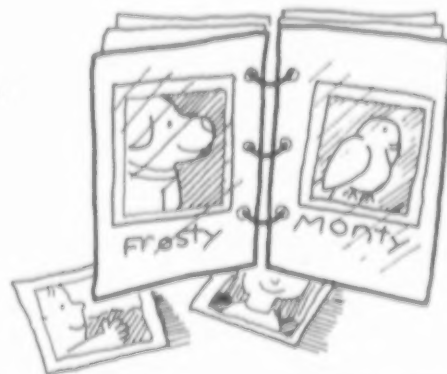
1. Collect textured materials.
2. Glue each one on a piece of cardboard.
(Five inches to six inches works well.)
3. Punch two holes along the sides of each cardboard piece and tie them together with yarn or string.
4. Enjoy this "Touch and Feel" book along with your babies and toddlers.

MY FIRST PHOTO BOOK

You'll Need: photographs ♦ cardboard ♦ glue ♦ string or yarn

What to Do:

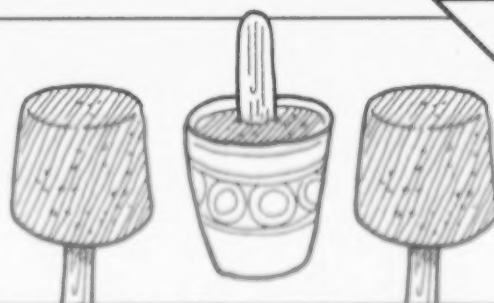
1. Take photos of everyone in your program (pets included!), your center or home, including outdoor play areas, and favorite places you go on walks.
2. Use an inexpensive photo album or glue each picture on cardboard and tie the pieces together.
3. You can also make category books with pictures of animals, foods, or vehicles.



Ideas: Kathy Faggella, Karen Stephens

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

10 COOL COOKIN' RECIPES

Just because it is hot out doesn't mean you have to stop cooking with children! When cooking, children learn a lot about nutritious foods for their bodies. They also develop hand-eye coordination, gain experience in reading readiness, become acquainted with math concepts, and learn they can make a valuable contribution to the group, which builds self-esteem. So, keep on cooking throughout the summer...just make sure you are cooking cool!

Here are some snack ideas that don't require the oven or stove. Remember to let children do most of the work so they are the ones developing the cooking skills. Making a large recipe chart with pictures is very helpful. Before you begin, be sure to have all ingredients and utensils on hand. Be sure to sanitize the cooking surface first and of course, remind children to wash their hands before cooking. (Remember you are a role model, so wash your hands, too!) After all your hard work, take time to eat your summer yummys under a favorite shade tree in your play yard or local park.

START AT THE SUPERMARKET

Start your cooking experiences at the supermarket or the corner grocery store. Before you even get

to the market, do a few things to help make the trip more meaningful for the young shoppers.

1. Make a shopping list with the children. First, read the recipe together. Then write and draw a picture of each ingredient. The list can be broken up so each child has one item to look for.
2. Figure out how much you will need to purchase and approximately how much money you will need to spend. Count out that amount beforehand with children.
3. Discuss what you will probably see at the market. Make a "Let's See" list of things to notice.
 - ▲ Look for unusual fruits and vegetables in the produce department. (Does anyone know their names?)
 - ▲ Look for live fish and lobsters in tanks. (Why do they keep them in water?)
 - ▲ Look for scales in the produce department. (Weigh something. Guess which of two things weighs the most.)
 - ▲ Look at the freezers. (Do they have doors? How do things stay cold?)
 - ▲ Look for a bakery. (Can you tell if the store has one without seeing it?)
 - ▲ Look for machines that make juice, grind coffee, or slice meat. Watch how they work.
4. Discuss supermarket manners, behavior, and safety.

Take only a small, easily managed group to the market at one time. Go down each aisle to notice the items on your "Let's See" list, as well as letting children find items from the grocery list you made.

The supermarket is the perfect place to raise, "Where does it come from?" questions. Have children notice the various vegetables. Point out the ones, such as potatoes, carrots, beets, and radishes, that grow underground. Compare them to vegetables that grow above ground.

Point out a few signs. See if children can read the *Sale* signs that are placed around the store. Children will notice that many cans and packages are illustrated with food items.

Show children different forms of the same food. Corn can be found fresh on the cob, in cans, in bags of cornmeal, as corn muffins in the bakery section, and even in bags as corn chips!

Look at the colors of the packaging. Ask children what colors they see most often on packages.

When you have all the items, check out. How does the cashier know the price of each item? Watch how bags are packed. Why are heavy items on the bottom and light ones on the top?

Watermelon Popsicles

You'll Need: 1 cup seedless watermelon chunks
◆ 1 cup orange juice ◆ 1 cup water ◆ popsicle sticks or small plastic spoons ◆ small paper cups

What to Do:

1. Mix ingredients together in a blender.
2. Pour into small paper cups.
3. Place in freezer and when partially frozen, insert popsicle sticks or small plastic spoons in to the cups for handles.
4. Continue freezing. Pour hot water over the bottom of the cup to remove the popsicle.



Strawberry Milkshake

You'll Need: 1 cup milk ◆ 1/2 ripe banana
◆ 3-5 cored strawberries

What to Do:

1. Blend together in blender.
2. Pour into a glass and serve!



Apple Shake

You'll Need: 1 cup applesauce (chilled)
◆ 3/4 cup very cold milk ◆ 1/4 tsp. vanilla
◆ 1/8 tsp. cinnamon

What to Do:

1. Combine all the ingredients in a blender for one minute.
2. Pour into a glass and serve.

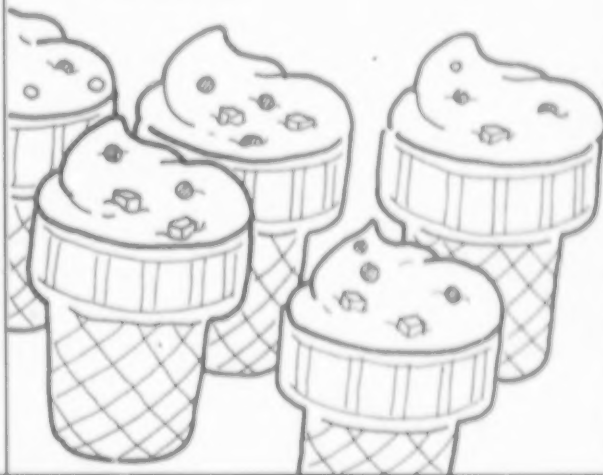


Fruit Cone Snack

You'll Need: 8 oz. pkg. cream cheese
◆ 4 oz. yogurt ◆ 8 oz. fruit cocktail
◆ 1 Tbsp. sugar ◆ ice cream cones

What to Do:

1. Blend cream cheese, yogurt, and sugar until smooth.
 2. Stir in fruit cocktail. Chill.
 3. Fill cones with mixture.
- Makes about six.



Banana Instant Pudding

You'll Need: 4 ripe bananas ♦ 1 cup applesauce
♦ 1/4 cup peanut butter ♦ 1/4 cup honey

What to Do:

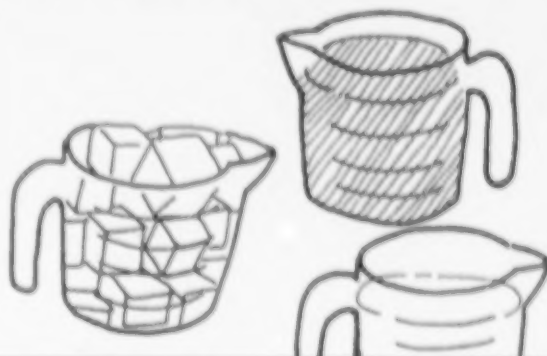
1. Mash bananas
2. Combine with remaining ingredients.



Cantaloupe Cooler

You'll Need: 1 cup cantaloupe chunks
♦ 1/2 cup apple juice concentrate ♦ 1 cup milk

What to Do: Mix all ingredients in blender.



Apple Raisin Salad

You'll Need: 6 apples, washed ♦ 1 cup raisins
♦ 1/2 cup yogurt ♦ 1/2 cup Miracle Whip

What to Do:

1. Cut apples into bite-sized pieces.
2. Add all ingredients and mix well.

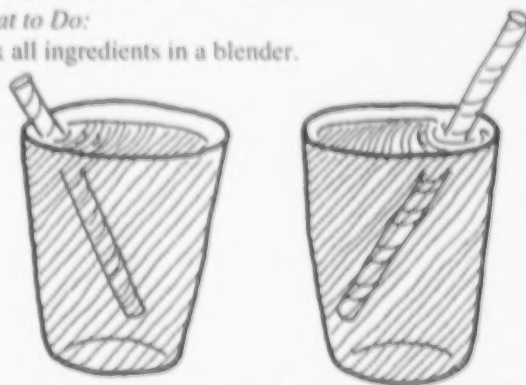


Orange Juic-iest

You'll Need: 6 oz. orange juice concentrate
♦ 1 cup milk ♦ 1 cup water ♦ 1/2 cup sugar
♦ 1 tsp. vanilla ♦ 10 ice cubes

What to Do:

Mix all ingredients in a blender.

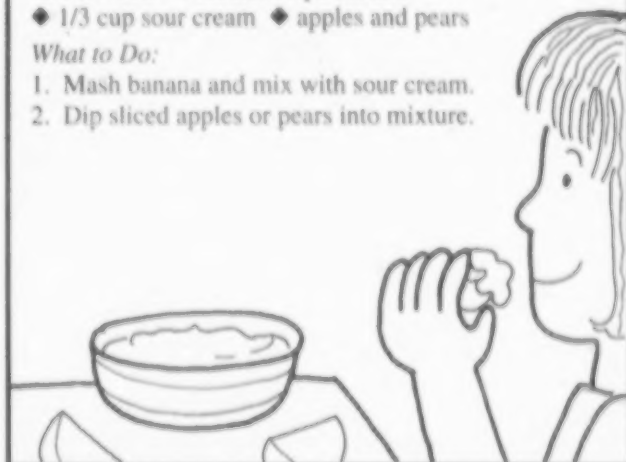


Banana Fruit Dip

You'll Need: 1 medium ripe banana
♦ 1/3 cup sour cream ♦ apples and pears

What to Do:

1. Mash banana and mix with sour cream.
2. Dip sliced apples or pears into mixture.

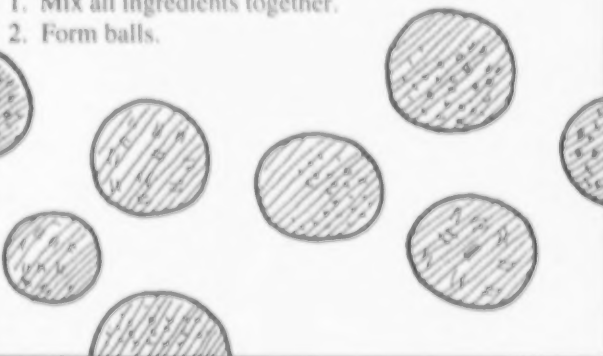


Peanut Butter Balls

You'll Need: 1 cup peanut butter ♦ 1/4 cup honey
♦ 3/4 cup instant dry milk ♦ 1/2 cup raisins, sesame
seeds, granola, or wheat germ

What to Do:

1. Mix all ingredients together.
2. Form balls.



BOOK CORNER:

IN THE



-  *Cooking with Herb, the Vegetarian Dragon* by Jules Bass (Barefoot Books)
-  *Kids Cook!* by Sarah Williamson (Williamson Publishing)
-  *Cooking Art: Easy Edible Art for Young Children* by MaryAnn Kohl (Gryphon House)
-  *Pigs in the Pantry* by Amy Axelrod (Simon & Schuster)
-  *Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers and Up* by Molly Katzen (Tricycle Press)
-  *At the Supermarket* by David Hautzig (Orchard Books)
-  *Do the Doors Open by Magic?: And Other Supermarket Questions* by Catherine Ripley (Orchard Books)
-  *Just Shopping with Mom* by Mercer Mayer (Western Publishing Co.)
-  *I Shop with my Daddy* by Grace Maccarone (Cartwheel Books)
-  *The Shopping Basket* by John Burningham (Candlewick Press)

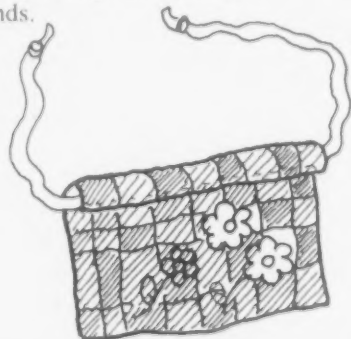
HELPFUL HINTS: Aprons for All

You'll Need: 1 yard cotton cording

- ◆ 1 terry cloth or kitchen towel
- ◆ needle and thread or sewing machine

What to Do:

1. Fold one long side of the towel or cloth down one-half inch.
2. Sew one-quarter inch in from the edge.
3. Thread cording through the opening.
4. Knot both ends.



Ideas: Karen Stephens, Kathy Faggella

Art: Debby Dixler

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For People Who Care for Young Children

FUN WITH BEAN BAGS

INTRODUCING BEAN BAGS

What to Do:

1. Invite children to sit in a circle.
Toss a bean bag to a child.
Ask him to talk about it—how it feels, if it is large or small, and what the group might be able to do with it.
2. Give each child a bean bag.
3. Ask children to toss their bean bags into the air using both hands, then with one hand, and finally with the other hand.



4. Challenge children to try to balance the bean bags on some part of their bodies. Play music and have children repeat the balancing activity, choosing a different body part each time the music stops, such as knees, feet, backs-of necks, heads, and elbows.
5. Invite children to place the bean bags on the floor. Have children pick them up any way they wish, using their fingers or hands, and then return the bags to the floor.

MAKING BEAN BAGS

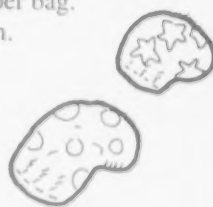


This activity helps children develop small muscle skills, eye/hand coordination, and sorting skills.

You'll Need: scissors ♦ sand, gravel, or cotton fiberfill ♦ fabric ♦ sewing machine or needle and thread

What to Do:

1. Select fabric in various colors, patterns and/or textures.
2. Cut fabric into squares; you will need two squares per bag.
3. Invite children to sort the squares by color or pattern.
4. Sew the squares together on three sides.
5. Children can help you fill the squares.
6. Close the open end by stitching securely.
7. You can also make bean bags from old socks.
Just cut to size, add filling, and sew the open end for an almost instant bean bag.



Useful Information:

Young children can be hard on bean bags. Check the bags often for tears and rips. Repair or replace them as needed.

6. Have children do a similar activity in pairs, using only one bean bag. Ask each pair to pass their bag back and forth using body parts other than hands. Have children identify the body parts they are using to pick up and pass the bean bags.

7. Place construction paper squares with large numbers written on them on the floor. Ask children to throw their bean bags at the targets and say the name of the number on which each lands. Try this with letters or shapes as well.

SUMMER BEAN BAG FUN

On a hot, humid summer day, a bean bag can provide refreshing fun. When kicked or tossed, bean bags tend to land and stay put. Children do not have to get overheated chasing after bean bags like they might rolling balls.

BEAN BAGS AT THE PLAYGROUND

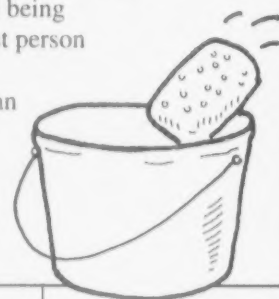
Take several bean bags to a playground and let children try to throw them up and over various things such as a swing, climber, or tree branch. Take the bean bags to a slide. Invite one child to toss or roll the bean bag down the slide while another child catches it at the bottom.

Sing this song together while playing with the bean bags. (Tune: "Oh, My Darling Clementine"):

*Throw the bean bag, throw the bean bag,
Throw the bean bag in the air.
You can toss it, you can catch it,
Throw the bean bag over here.*

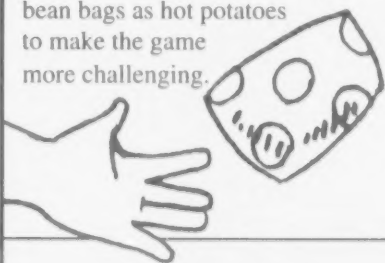
FIRE BRIGADE BEAN BAG GAME

Divide children into two equal teams and line them up. Give the first person in each line a bucket of ten bean bags. Have him start passing bean bags down the line as quickly as possible. When all the bean bags are out of the bucket and being passed down the lines, the first person on each line walks quickly to the end and catches all the bean bags in the bucket. The first team to get all the bean bags in the bucket wins. (You can also use a smaller number of bean bags for each team.)



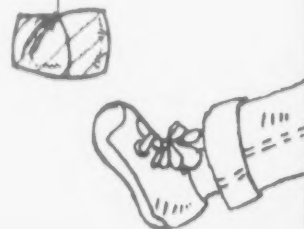
HOT POTATO BEAN BAG

Sit children in a circle and pass around a bean bag. Tell them it is really a hot potato and they cannot hold it very long or they will burn their hands. You can use two or more bean bags as hot potatoes to make the game more challenging.



KICK THE BEAN BAG

Tie a good-sized bean bag to the end of a rope. Toss the other end of the rope over a tree branch or swing set. Hoist the bean bag up slightly off the ground and invite children to practice kicking it. See how hard it can be kicked and how high it can go. You can also raise the bean bag and see how high a child can kick. Make sure the child keeps one foot on the ground at all times and be careful to have mats or sand under the area just in case someone falls.

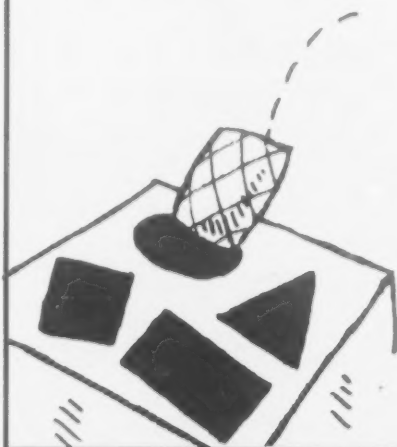


BEAN BAG SHAPE TOSS

You'll Need: large cardboard box ♦ markers or crayons
♦ bean bags ♦ craft knife (ADULT USE ONLY)

What to Do:

1. Draw the following outlines of geometric shapes on the top of a large cardboard box: circle, square, triangle, and rectangle.
2. Use a craft knife to cut out each shape.
3. Place the box so that children can throw a bean bag through the cutout shapes.
4. Invite them to try some target practice. Encourage them to name each shape that they aim for. (For example: "I'm going to toss this through the circle.")
5. After they are able to toss the bags into the opening with ease, challenge children to step farther back and try again.
6. Encourage each child to try to get one bean bag through each shape.



BEAN BAGS TO EAT

Why not make a bean bag meal with little pockets of pasta?
Get your children involved making ravioli squares!

You'll Need:



1 recipe pasta dough



2 eggs



shredded Monterey Jack cheese



dash salt and pepper



1 can refried beans



tomato sauce



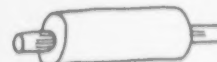
knife or ravioli cutter (ADULT USE ONLY)



pot



fork



rolling pin



What to Do:

1. Let children help you mix beans, eggs, cheese, salt, and pepper.
2. Roll dough (1/8 inch thick) into rectangles. Let children help with the rolling process.
3. With knife or ravioli cutter, cut pasta into 2-inch squares.
4. Place a heaping teaspoon of bean mixture on each square.
5. Invite children to place another square of pasta on top.
6. Prick edges closed with a fork. Discuss how these square pockets look like bean bags.
7. Place the ravioli in boiling, salted water. Bring water to a boil again and cook for 15 minutes.
8. Top with tomato sauce.



BOOK CORNER:

IN THE

- 📖 *Sam's Ball* by Barbro Lindgren (William Morrow)
- 📖 *Swish!* by Bill Martin (Henry Holt)
- 📖 *The Football that Won* by Michael Sampson (Henry Holt)
- 📖 *Stop that Ball!* By Mike McClintock (Beginner Books)
- 📖 *Yellow Ball* by Molly Bang (William Morrow)

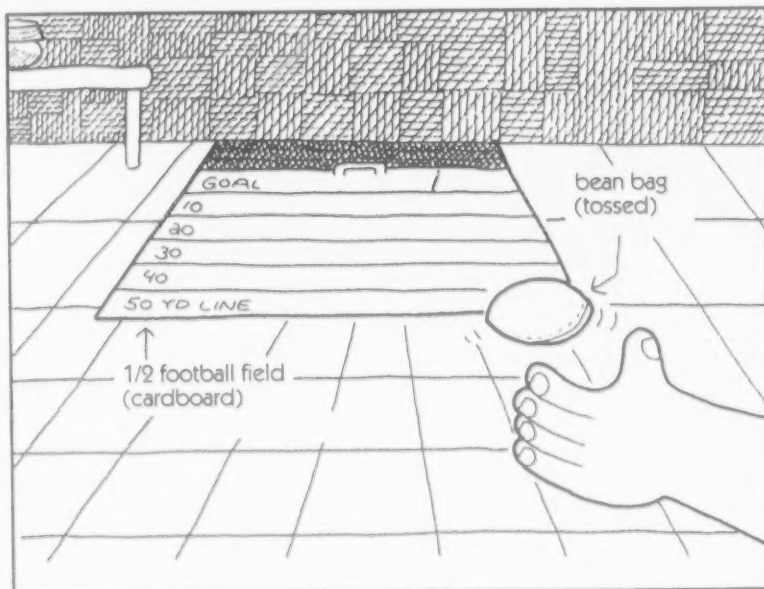
AFTER-SCHOOLER IDEA: Football Bean Bag Toss

It's almost football season. Make this game to help your children understand and enjoy the game.

You'll Need: 2 pieces of felt or fabric ▲ scissors ▲ needle and thread (or sewing machine) ▲ bean bag fillings: sand, pebbles, or birdseed ▲ large piece of cardboard ▲ ruler ▲ markers

What to Do:

1. Invite children to help you make a football shape out of cardboard. Ask them to trace around the shape onto the felt.
2. Help them cut the 2 football shapes out.
3. Sew the felt shapes together by hand or machine, leaving a small opening.
4. Invite children to fill the football bean bag with the dry filling and sew closed.
5. Use the large sheet of cardboard to make half of a football field. Have children help you draw the lines across the field using a ruler.
6. Help them write the numbers 10,20,30,40,50 on the field.



How to Play:

1. Take turns standing back and tossing the bean bag football onto the field. The object of the game is to toss the football onto the goal line.
2. Try standing at different distances when you play.
3. Make up other rules as children play the game together.

Ideas: Kathy Faggella

Art: Catherine Minor, Nina Woldin, Debby Dixler

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For People Who Care for Young Children

READY, SET...



Even though we may be working 12 months a year, September always signals a

beginning for children and the people who work with them. So this is a good time to do some reorganization. Minutes spent now on organizing your program can save hours in the future. Use the ideas in this week's newsletter to get started.

MASTER LIST

Invest in a daily organizer (available at office supply stores). A loose-leaf binder format works best.

- ▲ List all appointments here.
- ▲ Add pages for grocery lists, lists of books to check out of the library, supplies you need to gather for the day's/week's activities, tasks to do each day, and so on.
- ▲ Keep a list of doctors' phone numbers and other frequently called numbers in this book.

STORAGE TIPS

▲ Place all themed materials together in a box with a lid, one theme per box. Label each box on the outside. Inside the box lid, tape a list of borrowed items, such as library books, that you need to round up before introducing the theme. Don't try to make all of these boxes at once. As you

complete a theme, box its materials and add it to your collection.

▲ When you put up your first bulletin board for the year, place several layers of bulletin board paper on the board. The next background is already in place when you remove the current display and the top layer. (You are "storing" future boards beneath existing displays.)

▲ Remove letters in order from a bulletin board display that you plan to use again. Gather together the letters for each word. Store each word in its own small, labeled zip-locking bag and store all of these in a larger bag labeled with the bulletin board's slogan. Store these in the appropriate theme box, described above.

▲ Clip large bulletin board characters to skirt hangers, cover with a labeled dry cleaning bag, and hang them in a closet. Hang boards in order by the month they are used.

▲ Store "Big Books" in deep oval or round plastic tubs available at variety stores. Books stand on end and titles are easy to find.

▲ Put books and companion cassette tapes in zip-locking bags. Place a gummed dot on the cassette, the book, and the bag, and label them with matching numbers or letters. Children match the labels to put away the items.

▲ Stand the cassette/book bags in

a plastic dish pan. Children can flip through the collection to find the ones they are looking for.

▲ No time for filing during the day? Label three baskets "Things to Do," "Things to Read," and "Things to File." For temporary storage, drop papers and items into these baskets throughout the day. At day's or week's end, deal with the contents of all three baskets.

CLEAN UP

Teach children to ask a friend for help if they don't know where an item belongs. Designate a place to put items when several children can't figure out where to put them. At the end of clean-up time, show these things to the group. Many will be claimed. (For art clean-up, see page 3.)

LESSON PLANS

▲ Design your own plan book in a three-ring binder. On a blank sheet of paper, make a "master" plan that reflects your program. Write in heading such as "Art," "Science," "Language," "Stories," and "Songs." Near the bottom of each page, write "Resources/Materials." That's where you'll list the items you need to gather before you begin. Make copies of this sheet and use one for each weekday, filling in that day's plan.

▲ Save lesson plan books from year to year. Pages can be moved from old binders to the current one.

LET THE KIDS HELP

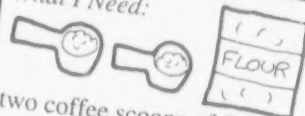
Have you ever felt like you could use a helpful hand or two when starting a new theme or unit? Well, they're right under your nose! Your children can create not only the bulletin board borders, table decorations, but also materials for activities as well! Just stop and think, "What do I need?" Then sit back and watch children take pride in making and using materials they created!

At the end of each unit, invite children to create materials for the next theme. For example, if "All About Me" is your September theme, during the last week let children create watercolors, calling the activity, "I Can Create Colors!" Create a recipe card such as the one below for children to follow. They will delight in measuring and mixing the paints, which then can be used for creating fall pictures in October. After children create the watercolors, they could create names for the colors they made and print labels for the paints! Another time they might wish to make scented paints.



I CAN CREATE PLAY DOUGH

What I Need:



two coffee scoops of flour



◆ one scoop of water



◆ one scoop of salt

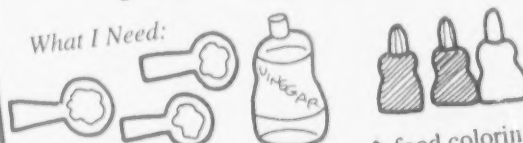
What to Do:

1. Mix all ingredients.
2. Knead the dough.
3. Keep in a zip-locking bag.



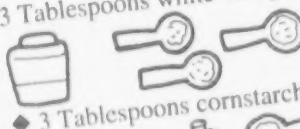
I CAN CREATE COLORS

What I Need:



3 Tablespoons white vinegar

◆ food coloring



◆ 3 Tablespoons cornstarch



◆ small cups

◆ 1 1/2 teaspoons corn syrup

What to Do:

1. Mix together the vinegar, cornstarch, and corn syrup.
2. Divide into small cups.
3. Add food coloring.



I CAN HELP A LOT



◆ If you need bulletin board borders, let children use stickers to create patterns to go with the theme or make objects in your art area. Children can also cut paper to smaller sizes for use in art and writing! •

◆ Children can change the books in the Reading Corner for the next theme and arrange them by size on shelves. They love to make library cards and pockets!

◆ Fours and fives love to use the hole-puncher! Put dots on oak tag shapes and let children punch the holes to use as sewing cards. You could make cards shaped like shirts or shoes to be laced.

◆ Let children roll up balls of yarn from skeins so that the yarn is ready for your next project. Place the balls in a large oatmeal container with holes for each color and you'll have an instant yarn dispenser.

KIDS LOVE TO CLEAN UP!

1. Establish guidelines for cleaning up with children.

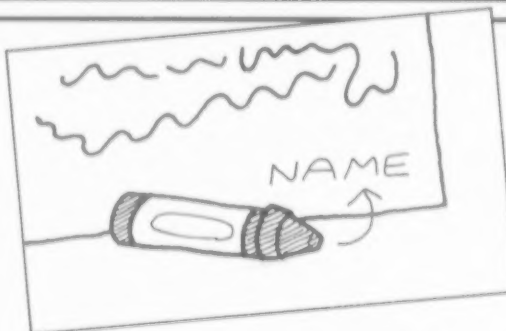


Enlist their help as much as possible for putting artwork away and to clean the art area.



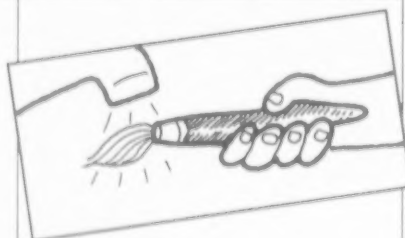
Show them how to clean tools and where to put materials.

2. Treat artwork with the respect that it is due.

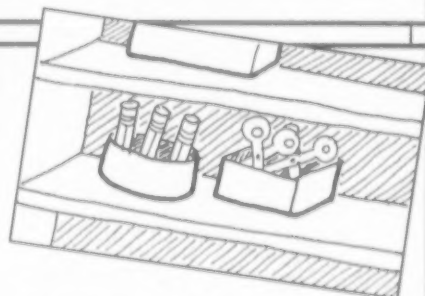


Label each picture with a child's name. Put each piece in a safe place to dry or store or display.

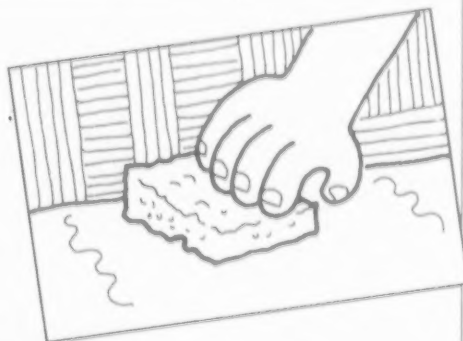
3. Tidy up the art area so that it is all set for the next day.



Wash and dry tools.



Put materials back in proper places.



Clean area.



Hang up smocks or package for washing.

Taken from *Open-Ended Art: Explorations* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

- 1 *Arthur Goes to School* by Marc Brown (Random House)
- 1 *David Goes to School* by David Shannon (Scholastic)
- 1 *Starting School* by Janet Ahlberg (Puffin Books)
- 1 *Vera's First Day of School* by Vera Rosenberry (Books for Young Readers)
- 1 *First Day, Hooray* by Nancy Poydar (Holiday House)

AFTER-SCHOOLER IDEAS: More Ways to Help



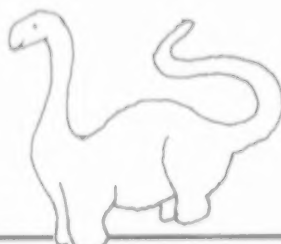
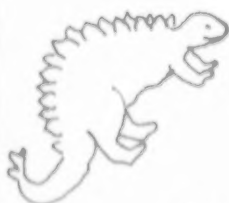
Many stencils can be cut out by older children.



If you feel you need more books on a new theme, let children create books with pictures that can be glued on numbered pages, then labeled and laminated.



By drawing or tracing theme-related objects on cardboard or oak tag with glue from small bottles of Elmer's Glue, children can make stencils. When the glue is dry, younger children can place regular paper on top of the glue stencil and rub over it with the side of a crayon. These stencils are especially useful for difficult-to-draw things such as dinosaurs.



Children can also make telephone and address books.

Ideas: Barbara Backer, Karen Stephens

Art: Catherine Minor, Debby Dixler

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PLANS FOR AUGUST

Activity	Week of July 31	Week of August 7	Week of August 14	Week of August 21	Week of August 28
Circle Time					
Free Choice Specials					
Learning Centers					
Creative Art Activity					
After- Schoolers					
Prep Work					

BOOKS TO READ

COOKING

- 📖 *Kids Cook!*
by Sarah Williamson
(Williamson Publishing)
- 📖 *Pigs in the Pantry* by Amy
Axelrod (Simon & Schuster)
- 📖 *At the Supermarket* by David
Hautzig (Orchard Books)

WATER SCIENCE

- 📖 *Water* by Frank Ash
(Harcourt Brace)
- 📖 *Water, Water* by Eloise
Greenfield (HarperCollins)
- 📖 *A Drop of Water: A Book
of Science and Wonder*
by Walter Wick (Scholastic)

LITTLE HELPERS

- 📖 *Arthur Goes to School* by
Marc Brown (Random House)
- 📖 *David Goes to School* by
David Shannon (Scholastic)
- 📖 *Starting School* by Janet
Ahlberg (Puffin Books)

BEAN BAGS & BALLS

- 📖 *Sam's Ball* by Barbro
Lindgren (William Morrow)
- 📖 *Swish!* by Bill Martin
(Henry Holt and Company)
- 📖 *The Football that Won* by
Michael Sampson (Henry
Holt)

MORE SUMMER FUN

- 📖 *The Teddy Bears' Picnic*
by Jimmy Kennedy
(Peter Bedrick Books)
- 📖 *In the Sand* by Dawn
Apperley (Little Brown)

THINGS TO MAKE

MAKE YOUR OWN BEAN BAGS

Playing with bean bags helps your child develop small muscle skills, eye/hand coordination.

You'll Need: heavy fabric ♦ sewing machine or
needle and thread ♦ filling: sand, gravel, birdseed
♦ scissors

What to Do:

1. Cut fabric into two squares.
2. Sew the squares together on three sides.
3. Let your child help you fill the squares.
4. Close the open end by stitching securely.

You can also make bean bags from old socks.
Just cut to size, add filling, and sew up the open
end for an almost instant bean bag.

Useful Information:

Young children can be hard on bean bags.
Check the bags often for tears and rips.
Repair or replace them as needed.



KID-CREATED ART MATERIALS

PLAY DOUGH

You'll Need: two coffee scoops
of flour ♦ one scoop of salt
♦ one scoop of water

What to Do:

1. Let your child mix the
ingredients.
2. Invite her to knead the
dough and put in a
zip-locking bag.



PAINTS

You'll Need: 3 Tablespoons
white vinegar ♦ 3 Tablespoons
cornstarch ♦ 1 1/2 teaspoons
corn syrup ♦ food coloring
♦ small cups

What to Do:

1. Let your child mix together
the vinegar, cornstarch, and
corn syrup.
2. Divide into small cups.
3. Add food coloring.



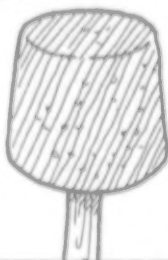
COOL RECIPES FOR SUMMER

Watermelon Popsicles

You'll Need: 1 cup seedless watermelon chunks
◆ 1 cup orange juice ◆ 1 cup water ◆ popsicle sticks or small plastic spoons ◆ small paper cups

What to Do:

1. Combine ingredients together in a blender.
2. Pour into popsicle holders or into small paper cups.
3. Place in the freezer and when partially frozen, insert popsicle sticks or small plastic spoons into the cups for handles.
4. Continue freezing. Pour hot water over the bottom of the cup to remove popsicle.



Apple Shake

You'll Need: 1 cup applesauce (chilled)
◆ 3/4 cup very cold milk ◆ 1/4 tsp. vanilla
◆ 1/8 tsp. cinnamon

What to Do:

1. Combine all the ingredients in a blender for one minute.
2. Pour into a glass and serve.



Fruit Cone Snack

You'll Need: 8 oz. pkg. cream cheese ◆ 4 oz. yogurt ◆ 8 oz. fruit cocktail ◆ 1 Tbsp. sugar ◆ ice cream cones

What to Do:

1. Blend cream cheese, yogurt, and sugar until smooth.
2. Stir in fruit cocktail. Chill.
3. Fill cones with mixture. Makes about six.

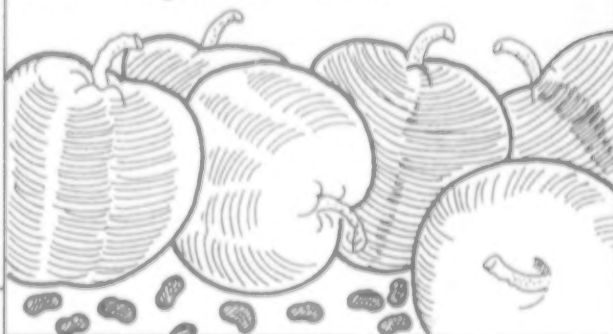


Apple Raisin Salad

You'll Need: 6 apples, washed ◆ 1 cup raisins
◆ 1/2 cup yogurt ◆ 1/2 cup Miracle Whip

What to Do:

1. Cut apples into bite-sized pieces.
2. Add all ingredients and mix well.

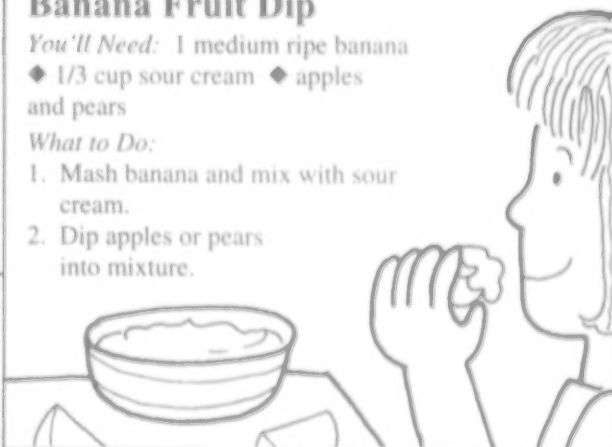


Banana Fruit Dip

You'll Need: 1 medium ripe banana
◆ 1/3 cup sour cream ◆ apples and pears

What to Do:

1. Mash banana and mix with sour cream.
2. Dip apples or pears into mixture.

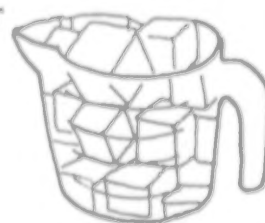


Cantaloupe Cooler

You'll Need:
1 cup cantaloupe chunks
◆ 1/2 cup apple juice concentrate ◆ 1 cup milk

What to Do:

Mix in blender.



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For People Who Care for Young Children

WHEN WORK IS PLAY

At home, the scene at the end of the day often goes like this: the parent asks, "What did you do today?" The child responds with a shrug or, "I played." Our job is to help parents understand the importance of play and what their child is learning by "just playing."

There was a time when adults believed that learning magically began when children entered first grade. Today babies may listen to classic literature and music "in utero," and have number cards flashed at them as infants. Free play may seem to be a waste of time when we consider the learning that goes on in today's competitive world.

But play is a such an important experience, during which a child is thinking, problem solving, planning, and using her imagination. Children develop in all areas--social, language, cognitive, and physical as they play. They are practicing skills, lengthening their attention spans, and gaining confidence in themselves as they play. As Bernice Weissbourd, an expert in early learning said, "Childhood does not exist without play."

We can encourage and help guide play experiences by offering new materials, commenting on what we observe, and offering suggestions of new things to try.

SOME FAVORITE TODDLER PLAY EXPERIENCES



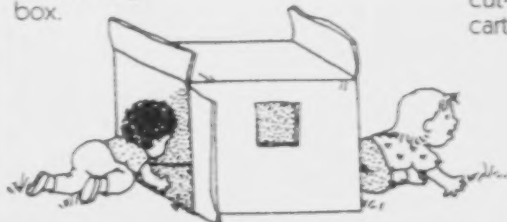
Pouring sand through a funnel into a bottle.

Squeezing soft play dough.

Painting rocks with paintbrushes and water.



Crawling in and out of a large box.



Clipping clothespins to the top of a cut-away milk carton.



The presence of an interested adult is important in helping children get the most out of their play. We can

also offer suggestions of ways that parents can extend their child's play experiences at home.

TODDLERS AT PLAY

Toddlers engage in many kinds of play. While playing, a toddler may imitate, explore, test her physical and social skills, and practice over and over until a play skill is mastered. Each form of play is important to the toddler's development. A child's play habits today may influence the kinds of work patterns she develops later.

Here are some tips that can help you make the most of undirected toddler play.

▲ Allow enough time. Toddlers need time to experiment or to repeat movements or new skills over and over. They need time to test and taste. Dropping a toy over and over to hear the sound it makes may be a learning experience.

▲ Create safe spaces where toddlers can play and explore alone, without interference. Children (and adults) need solitary space to try puzzles, draw, or look at books.

▲ Other areas should invite children to play cooperatively. Stock these spaces with toys that encourage sharing (not a natural trait for a toddler). Toy telephones, wagons, and housekeeping toys work well here.

▲ Balance quiet activities with outside or inside active ones.

▲ Listen to children, and build on their ideas in order to help them develop learning concepts and language. For instance, if toddlers are playing sand-pile restaurant,

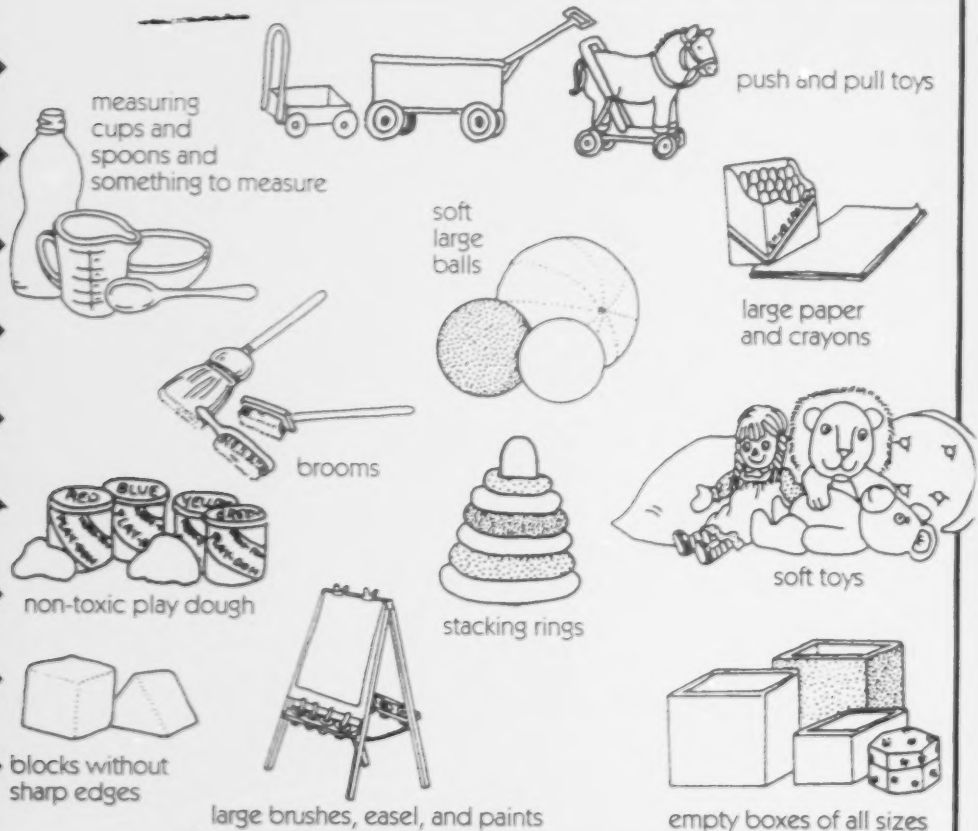
you may show them a new way of decorating a sand pie, or ask for a birthday cake. It's fine to join in their play sometimes, but be sure the play remains directed by the children, and NOT you.

▲ Offer a variety of toys with many textures and uses. A large cardboard box can be a car, a house, or a boat. Plastic bowls can be used for pretend meals or as building blocks. Encourage children to pretend.

▲ Try to limit rules. Here are a few simple ones.

- ◆ We use words for disagreements.
- ◆ We do not hurt each other.
- ◆ We put toys back when we're done playing.

SIMPLE TODDLER TOYS FOR FUN AND LEARNING



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PRE-SCHOOLERS AT PLAY

One way to let parents know about play is to highlight areas of your program in handouts or newsletters. Or, at a Parents' Meeting, hang posters with photos of children engaged in each area with a few words describing their learning. Seeing real pictures often helps get your message across. The following can be reproduced and added to your newsletter (*Parents and Kids Together*).



HOUSEKEEPING/ PRETENDING:

The Housekeeping Area allows boys and girls to use their imagination and "try on" various roles from the adult world. Through play, children try to make sense of the events happening around them and deal with the feelings surrounding them. Social skills grow as children choose definite roles in the "play" whether it be playing House, School, Doctor, or Restaurant.



BLOCK AREA:

As a child builds with blocks, she is developing control of the small muscles of fingers and hands as blocks are added to a structure. Understanding of size, weight, and shape is developing and language skills are growing as children discuss what they are building. Cooperation and planning skills develop as children work together toward a common goal.



ART:

When children are free to use a variety of art materials, they learn to make choices, practice thinking skills, and be creative. The process of working with the materials is more important than what is actually made. Children make choices as they select paper, particular colors of paint, and experiment with the way paints are applied. Children develop a vocabulary of descriptive words such as: *soft, hard, squishy, smooth, rough, striped, checkered*.



PUZZLES, GAMES, AND TABLE TOP TOYS:

Children enjoy playing with small toys at tables or on the floor. Controlled movements of the fingers and hands enable children to master the muscles necessary for writing. As children work with color and patterns, they develop visual discrimination and memory. When children pretend with things that they have built, they are taking their first steps in using symbols which are important as they begin to read and write.



BOOK CORNER:

As children explore books on their own or with an interested adult, they begin to notice that print goes from left to right and top to bottom, that pictures often tell a story, and that the story stays the same as it is read over and over. Listening, paying attention, sequencing, and thinking skills are all being used as children enjoy a story. Children become acquainted with new vocabulary words and the style of formal written English as they listen to stories.



SCIENCE AND MATH INTEREST CENTERS:

Children's interest grows as they think about everyday items in new ways. Counting shells, sorting leaves by size or shape, and classifying rocks by type are examples of activities young children can do here. You can help them explore by providing names of items and asking questions such as: "*How are these alike?*" "*Different?*" "*Is this bigger?*" "*Smaller?*"

BOOK CORNER: IN THE

- 📖 *Cat's Play* by Lisa Campbell Ernst (Viking)
- 📖 *I'm Too Busy* by Helen Stephens (DK Toddlers)
- 📖 *All Change* by Rosella Badessa, John Cast, Roberto Rizzon (Child's Play Intl)
- 📖 *Edward Unready* by Rosemary Wells (Dial)
- 📖 *The Big Brown Box* by Marisabina Russo (Greenwillow)
- 📖 *The Berenstain Bears and the Trouble with Friends* by Stan and Jan Berenstain (Random House)

*****ALL FOR ADC 604
KAREN SMITH UNIV OF IL
CHILDRENS RESEARCH CTR
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CHAMPAIGN IL 61820-7453

INFANT CARE: Play Boxes for Babies

Here are suggestions for boxes of items for play that you can assemble.

S122 P3

◆ **Box of Rattles** for babies up to five months old with a variety of safe rattles of different sizes, shapes, and sounds.

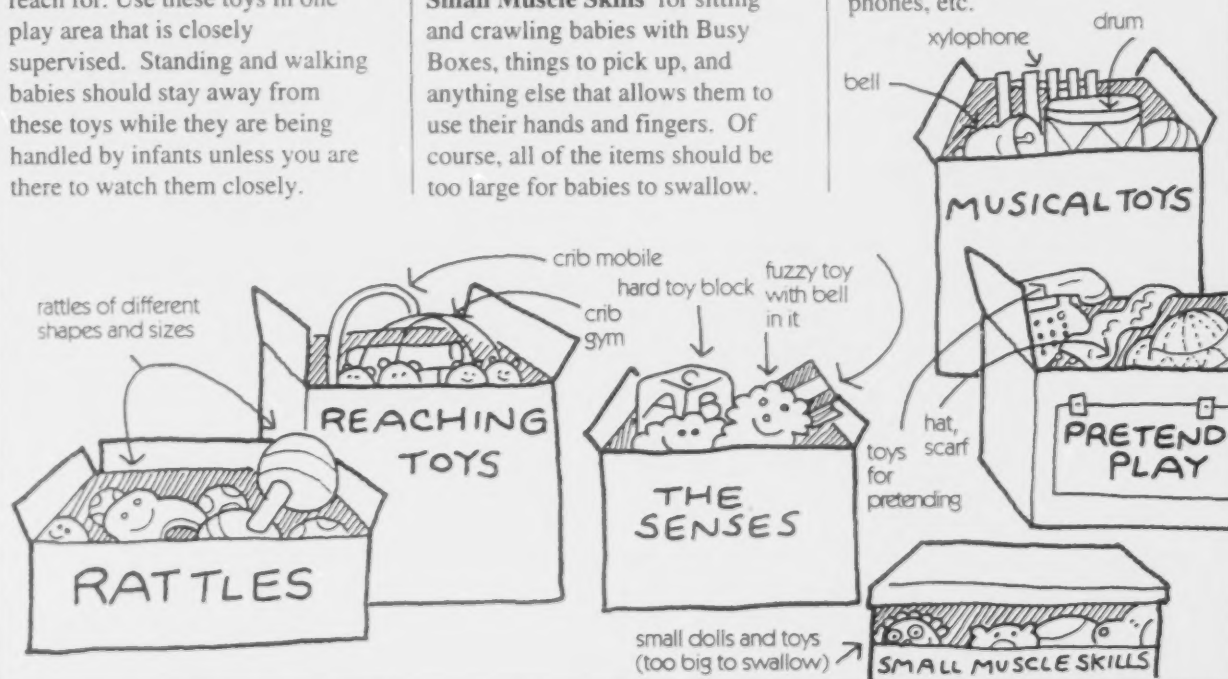
◆ **Box of Reaching Toys** with mobiles, cradle gyms, things firmly attached to strong yarn, and play things for babies to bat at and reach for. Use these toys in one play area that is closely supervised. Standing and walking babies should stay away from these toys while they are being handled by infants unless you are there to watch them closely.

◆ **Box for the Senses** with objects of different textures, shapes, sizes, colors, and with a variety of sounds. Talk with babies about what they are experiencing as they handle these items.

◆ **Box with Toys that Develop Small Muscle Skills** for sitting and crawling babies with Busy Boxes, things to pick up, and anything else that allows them to use their hands and fingers. Of course, all of the items should be too large for babies to swallow.

◆ **Music Box** with melody bells, drums, a xylophone, and other musical toys.

◆ **Pretend Play Box** for sitting and crawling babies with dolls and toys used for pretending including dress up hats and scarves, toy phones, etc.



Ideas: Jeannine Perez, Susan M. Root

Art: Catherine Minor, Nina Woldin, Debby Dixler

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For People Who Care for Young Children

CREATE A POSITIVE PROGRAM

All of us need to feel capable to be successful. These feelings begin very early in life. To help your children develop these feelings, create a "can do" atmosphere through your program. To do this, you need to understand each child's developmental needs. Paving the way for self-help skills helps children experience feelings of independence and competence. AND, these feelings lead to positive self-esteem!

How can you create a "positive" program? Set the stage by putting play materials within reach of children. Place hooks at a level children can reach to hang up personal belongings and dramatic play clothes without your help.

When you show that you have confidence in children's abilities, they learn to trust themselves! Activities that encourage self-help skills include cooking, woodworking, and dramatic play. But you will find many times throughout the day to help children develop independence and self-reliance.

DAILY ENCOURAGEMENT

Rather than "leaving well enough alone," praise children when they are playing constructively. When you point out growth and achievements, children learn to take pride in themselves. Build self-esteem with compliments such as: "I'm impressed at how well you

have learned to cooperate!" Or "What an interesting way you have drawn that butterfly."

Remember to praise children for "being" as well as for "doing." All children need to know they are special and loved just for being themselves. Children should not have to behave perfectly or constantly achieve in order to receive affection.

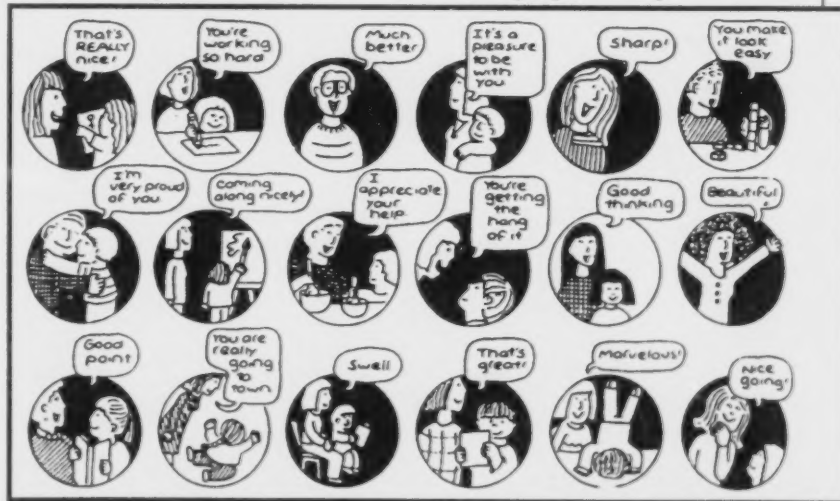
LABELS, COMPARISONS, STEREOTYPES

When you label children with negative terms such as: *slowpoke*, *lazy*, *loud-mouth*, *naughty*, *bully*, *bossy*, *nasty*, *fatty*, or *skinny*, they have a hard time developing self-esteem. But gratefully, positive labels add to self-esteem! Build up your "self-esteem vocabulary" and use it daily with children.

The following phrases help children feel good about themselves: "*How (cooperative, kind, creative, original, generous, patient, responsible, organized, smart) you are! What a (thorough, beautiful, fantastic, delightful, amazing, remarkable, unusual) project you have created!*"

It is very important not to negatively compare children with one another. Don't use phrases such as: "*Why can't you sit more quietly like Tanya?*" Or "*Your brother never got into this much trouble.*"

It is also important to avoid stereotypes such as: "*Girls are quiet and nice; boys are adventurous and rowdy.*" You'll meet many adventurous girls and quiet boys! In early childhood, children need plenty of room to explore all parts of their own unique personality!





BUILDING SELF-ESTEEM



SUCCESSFUL ACTIVITIES

Plan activities that encourage children to succeed at their own developmental level. Developmentally appropriate activities help children take pleasure in living and learning. This is vitally important to children's self-esteem and to future success in school.

If you plan activities that are above children's abilities, they are likely to become frustrated. If children are regularly offered activities that are too hard for them, they may develop the feeling that they are no good at anything. They may believe that they aren't good learners. This can begin a vicious cycle of failure that can last throughout a lifetime.

On the other hand, when activities are too easy and not challenging, children can become bored. You don't want them to lose interest in "learning" and develop a poor attitude toward cooperating in a group setting.

A SENSE OF WONDER

Being in touch with nature builds self-esteem. The sense of awe and harmony children experience makes them glad to be alive. Don't miss out on fleeting moments of amazement! Postpone story time to experience a first snowfall; slow a walk to watch butterflies fancifully flit about a puddle; delay lunch to marvel just a little longer at the gift of a rainbow. Allowing children to enjoy these simple, yet magical moments, contributes to a sense of aliveness that is so important for good self-esteem.

RECORDS OF DEVELOPMENT

Try keeping records of children's progress. This may involve tape recording children's observations about their artwork. With each child, lay out self-portraits they have drawn throughout the year. Guide each child in "observing" his own growth. Children quickly note changes such as: *"Look, I used to think my legs came right out of my head."* Snapshots of block buildings and dictated stories can be used in the same way. Encourage children to take pride in their development and accomplishments.

PROBLEM SOLVING & DECISION MAKING

Solving problems independently helps children develop a sense of competence. When children engage in confrontations with each other, quietly observe them rather than stepping in to help too quickly, as long as everyone is safe. This gives children the "space" they need to develop problem-solving skills, which include cooperation, communication, and negotiation.

Sprinkle opportunities for age-appropriate decision-making throughout your daily curriculum such as what color paper or crayon to use; what learning center to spend free play in; what friends to play with; what songs to sing; what book to read at story time.

Children can make group decisions by voting. For example, you can say, *"Anyone who wants to have music inside, stand here. Anyone who wants to have music outside under the maple tree, stand over there."* The decision is made after counting the children in each area. This democratic approach builds children's sense of control.

COZY MOMENTS EVERYDAY

You can have "cozy moments" with just a few children. The best ones are spontaneous and unplanned. Cozy moments are usually initiated by children. When a child leans into your side or slides onto your lap, a cozy moment is not far away... Take this opportunity to show children how much you care about them.

Try out some of the following "cozy moment" ideas.

- ◆ Lay on a hillside and watch fluffy clouds.
- ◆ Sit beneath a table-tent and make up a story together.
- ◆ Draw a chalk mural on a secluded square of sidewalk.

These bits of savored time are the most precious gift you can give children. Nothing will do as much to build self-esteem as memories of moments such as these.

LEARN THROUGH THE SENSES WITH COOKING

Children explore their world through the senses of touch, taste, hearing, seeing, and smelling. To help children develop respect for their bodies, plan lots of activities where children use all of these senses. When providing hands-on, sensory activities, you are saying, "Yes, experience the world! I trust you!" This sense of trust is vital for good self-esteem.

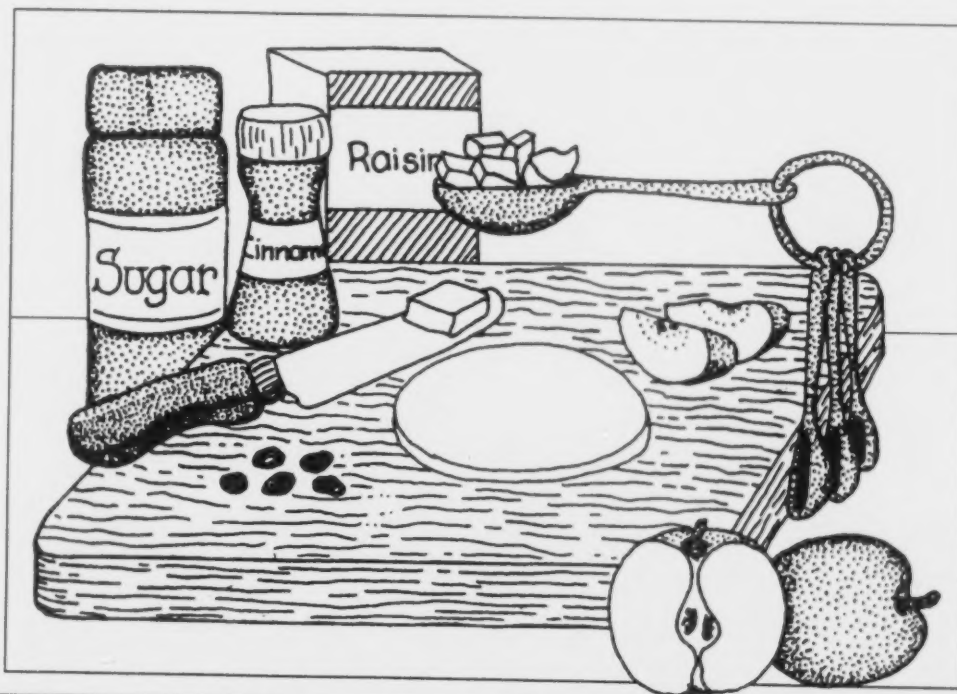
Cooking helps children develop all of their senses. Try APPLE UGLIES this fall giving each child a job at which he will be successful.

APPLE UGLIES

You'll Need: 1 apple or other harvest fruit such as pear or peach ♦ 1 package refrigerated biscuits (or make your own from a package of biscuit mix) ♦ 2 Tbsp. sugar (optional) ♦ 1/4 tsp. cinnamon ♦ 2 Tbsp. butter or margarine ♦ raisins

What to Do:

1. Peel and chop the fruit.
2. Separate the biscuits.
3. Roll or pat each biscuit into a 4-inch circle.
4. Place 1 Tbsp. of chopped fruit on each circle.
5. Stir together the cinnamon and sugar and sprinkle over the fruit.
6. Dot each circle with a dab of butter or margarine.
7. Fold one side over the other to make a half-moon shape. Seal by brushing a little water on the dough and pressing around the edges with a fork.
8. Press raisins into the dough to make a face.
9. Place on an ungreased cookie sheet. Bake for 11-13 minutes at 375° F. Remove to a rack and serve while still warm.



BOOK CORNER:

IN THE

- 📖 *The Okay Book* by Todd Parr (Little Brown)
- 📖 *The Ugly Duckling* by Margaret Wise Brown (Little Brown)
- 📖 *ABC I Like Me* by Nancy L. Carlson (Puffin)
- 📖 *Fish Is Fish* by Leo Lionni (Knopf)
- 📖 *Arthur's Teacher Trouble* by Marc Tolon Brown (Little Brown)
- 📖 *Amazing Grace* by Mary Hoffman (Dial)

INFANT CARE: Each Baby Is an Individual!

It is very important to understand child development in order to help children, including babies, grow successfully with good self-esteem. But each child is an individual with his own personality and characteristics that we must also understand and take into account in order to help him grow.

Take time to observe your babies with the following ideas in mind. From the time of birth, babies are different from one another in terms of:



- ▲ their levels of activity: how long they play, sleep, eat, etc.
- ▲ their routines for eating, sleeping, or toileting
- ▲ how they relate to people
- ▲ whether or not they like to be held and cuddled
- ▲ their moods: when they are happy or sad and how they show their feelings
- ▲ how strong their reactions are to events
- ▲ how sensitive they are to bright lights, loud noises, and touch
- ▲ how long it takes them to become comfortable in a new situation
- ▲ how they adapt to new routines
- ▲ how easily they are distracted
- ▲ how long they can pay attention

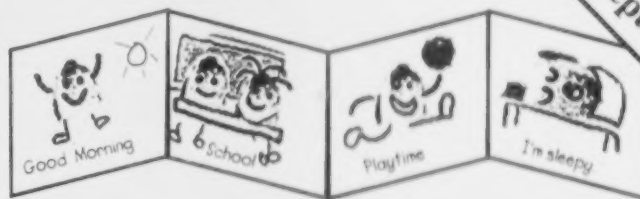


It is important that you try to understand what each baby in your care needs in order to develop and grow in positive ways. Understanding a child means appreciating his special way of dealing with his world.

Ideas: Karen Stephens, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

ACTIVITIES ALL ABOUT ME

Many early childhood programs introduce the theme of ALL ABOUT ME at this time of year. Why? For two reasons: first, new children have probably entered your program this month. Through activities that focus on each individual child, you can get to know these newcomers without singling them out for "special attention." Second, children love activities that focus on their favorite topic—ME. So here is a variety of activities you can bring into your program for fun and learning.

SCIENCE AND ART:

Who Am I? Who Are You?

One of the most important concepts children learn is body awareness. They learn not only what their bodies look like and feel like, but also what their bodies are capable of doing. Children, in addition, discover how they fit into the surrounding space. They need to be able to identify their own characteristics first so that later on they can make comparisons between themselves and others.

Bring some type of mirror into the room and place it at a level so that children can see themselves. Encourage them to give descriptions of themselves as the group is listening so you can become aware of children's vocabulary development—color of hair and eyes, type of hair, skin coloring, number of

fingers, body parts, and so on. Present the materials so that each child is able to make a Paper Plate Face. After the faces have been

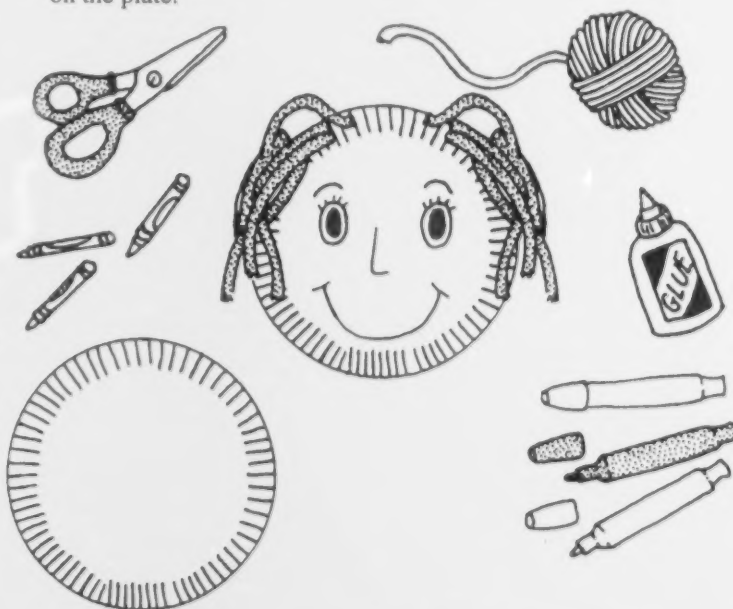
completed, let other children describe the details of each face and guess the name of the child to whom that face belongs.

PAPER PLATE FACE

You'll Need: crayons ♦ markers ♦ paper plate ♦ yarn ♦ glue

What to Do:

1. Invite children to look into a mirror and observe the color of their eyes and hair. Let them make some faces too!
2. With a crayon or marker, encourage children to color eyes, nose, and a mouth on the plates.
3. Let children choose yarn to match hair color, and glue it in place on the plate.



MORE "ALL ABOUT ME" ACTIVITIES



MATH AND MOVEMENT: Count on Me

Now let children get to know the rest of their bodies. Teach them the following counting rhyme and the actions that go with it.

One, two, I see you.

(Children put both hands over eyes as if sighting something far away.)

Three, four, here are more.

(Children stretch out both legs and point to them.)

Five, six, hands do tricks.

(Children clap hands and then intertwine fingers on both hands.)

Seven, eight, stop let's wait.

(Children put up hands in STOP motion.)

Nine, ten, start again.

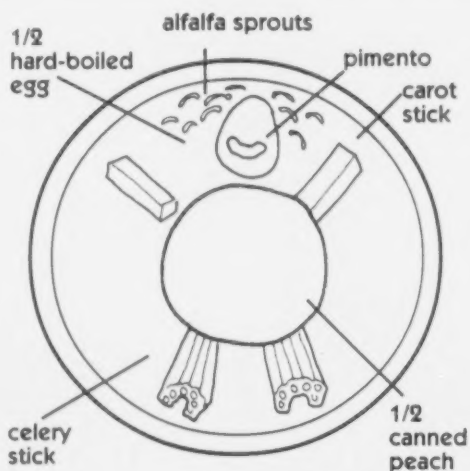
(Children fold their arms around each other.)

ART: What Do I Like?

You can learn more about your children and their interests by having them make several *My Favorite* ____ books. Use these books as starting points for discussions.

Display pieces of construction paper and ask different children to name the colors. Then ask a question similar to one of the following: "What is your favorite color?"; "Which one do you like best?" After each child has picked a color, provide each with plain white paper and a sheet of construction paper and a crayon of that color. Let them draw on the sheets or cut objects out of old magazines showing their favorite color and glue them on the sheets. Staple the sheets with their pictures together, so each has a book. Write (*Child's Name's*) *Favorite Color* on the cover of the book.

Similar books can be made about favorite places, clothes, books, and so on.



COOKING: Me Salad

You'll Need: cottage cheese ♦ 1/2 hard-boiled egg (per child) ♦ carrot and celery sticks ♦ alfalfa sprouts ♦ lettuce leaves ♦ shredded cheese ♦ pimento slices ♦ 1/2 canned peach (per child)

What to Do:

1. Set out the ingredients buffet-style.
2. Talk about what kind of person each person would like to make.
3. Let children choose the foods they wish to make Me Salads.

ONE MORE "ALL ABOUT ME" ACTIVITY

LANGUAGE: A Story About Me

Here is a story you can make copies of and read with each child alone.

Encourage the child to tell you how to fill in the blanks.

One day I said that I did not want to be a little _____ anymore. I did not want to play with my best friends _____ and _____ anymore. I did not want to live at _____ anymore. So I set out to see who else I could be!

First, I saw a bird up in a tree. "Hello, my name is _____ and I want to be a bird like you." But the bird flew away. I couldn't follow because I couldn't fly.

Next I saw a squirrel under a tree. "Hello, my name is _____ and I want to be a squirrel like you." But the squirrel ran up the tree. I tried to follow, but I couldn't climb that high.

Just then I saw a gopher. "Hello, my name is _____ and I want to be a gopher like you." But the gopher dug a hole in the ground and disappeared. I tried to follow him but couldn't fit down the hole.

Then I saw a frog sitting on a rock. "Hello, my name is _____ and I want to be a frog just like you." But the frog jumped into the brook and swam away. I was going to jump too, but I decided I didn't want to.

I can't be a very good bird, or a squirrel, or a gopher, or a frog, but...

I can still be a _____.

I can ride my _____.

I can read my favorite book _____.

I can eat _____.

I can sing my favorite song _____.

And I can hug my _____.

I like being me!

BOOK CORNER:

IN THE

- T *This Is My Body* by Gina Mayer (Golden)
- T *Here Are My Hands* by John Archambault (Henry Holt)
- T *We're Different, We're the Same* by Bobbi Jane Kates (Random House)
- T *When You Were a Baby* by Ann Jonas (Greenwillow)
- T *Hand, Hand, Fingers, Thumb* by Al Perkins (Random House)
- T *My Loose Tooth* by Stephen Krensky (Random House)

AFTER-SCHOOLER IDEA: Math, Art, and Language

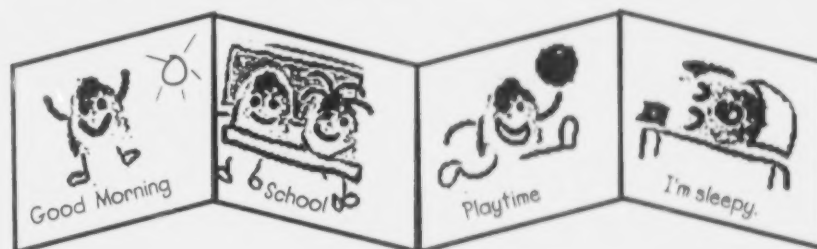
All About My Day Book

You'll Need: 24 inch long by 6 inch tall piece of paper (pieces can be taped together) ▲ stamp pad ▲ fine tipped black marker ▲ crayons

What to Do:

1. Have children fold the strip of paper into six parts. Each 'page' should measure 4 x 6 inches.
2. The first page is the cover. Invite children to write the title on the cover and illustrate it.
3. Let children press their thumbs onto the stamp pad.
4. Encourage them to make thumbprints on each page to represent themselves and family members or friends.
5. Let them add eyes, mouth, arms, and legs, as well as clothes to make the thumbprints look like people, using a marker.
6. Invite children to draw in a background for each page. Encourage them to follow the sequence of their day, drawing pictures of the things they do each day in the order they do them.
7. If they wish, children can add clock faces and captions to each page.
8. Refold the book and let children open each page of their books and tell the story of their day.

INSIDE THE "ALL ABOUT MY DAY BOOK..."



Ideas: Kathy Faggella, Martha A. Hayes

Art: Debby Dixler, Nina Woldin, Catherine Minor

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For People Who Care for Young Children

THE ANT AND THE APPLE

Enjoy this original story by Mary Beth Spann Minucci with your children. It is great for fall when you are exploring apples, self esteem (All about Me), or school. If you are starting a "Letter of the Week" in your program, this story will help you introduce the letter A. You can use the accompanying patterns to make pieces for a flannel or feltboard. You can even photocopy the patterns, cut them out, color them, place a magnetic strip on each one, and stick them to a cookie sheet, as you tell the story.

Once upon a time, there lived a little ant named Anthony who didn't know what to give his teacher Ms. Atom for her birthday. Anthony thought and thought, and finally, he had a good idea. "I'll bring her an apple," he said. "Teachers always love apples!"

So, early one morning before school, Anthony walked all the way to the apple orchard, and sure enough, there on the ground was a nice, juicy, red apple that had just fallen from the tree. It would be perfect for Ms. Atom!

Just then, some bigger ants on their way to school saw Anthony and asked him what he was doing.

"I want to bring an apple to my teacher," said Anthony. "I'm just trying to figure out how to move this apple all the way to school."

"Ha, ha, ha!" laughed the bigger ants. "You can't move that apple to school. You can't, you can't!"

Anthony's feelings were hurt, but he took a deep breath and said, "Never say 'can't' to an ant!"

First, Anthony tried pushing on the apple with his right legs. The apple didn't move.

"You can't, you can't!" laughed the bigger ants.

"Never say 'can't' to an ant!" shouted Anthony.

Next, Anthony tried pulling on the apple with his left legs. The apple didn't move.

"You can't, you can't!" laughed the bigger ants.

"Never say 'can't' to an ant!" shouted Anthony.

Finally, Anthony tried pushing and pulling on the apple with all six of his legs. The apple still didn't move.

"You can't, you can't!" laughed the bigger ants. And then, they left for school. For one second, Anthony worried that maybe the bigger ants were right. But then Anthony had another good idea. He began breaking off little pieces of the apple and carrying them to school, one by one. When he was done, he put the pieces in a jar with honey and cinnamon and mashed everything together. He closed the jar lid tight and decorated it with a birthday ribbon.

School was just about to begin when a tired Anthony arrived at his class. The other ants had piled their presents on Ms. Atom's desk. There were apricots and airplanes and even an alphabet book. But the sweetest, most amazing gift of all was a jar of Anthony Ant's applesauce. On the jar was a birthday ribbon, and tied to the ribbon was a little message that said:

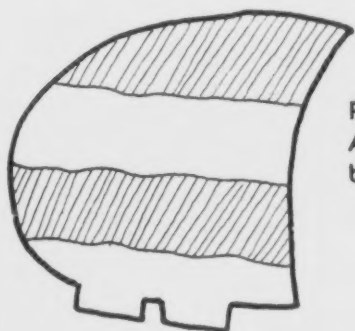
"Never say 'can't' to an ant!"

TALK ABOUT IT

As you read, ask questions, such as the following ones, to involve your children in the story.

- ◆ What did Anthony Ant want to bring to his teacher?
- ◆ Why was it hard for him to move the apple?
- ◆ Why did the bigger ants laugh at Anthony? How do you think Anthony felt when they laughed at him?
- ◆ How did Anthony try to move the apple?
- ◆ How did Anthony finally solve his problem?
- ◆ Has someone ever made fun of you or hurt your feelings? How did you feel? What did you do?

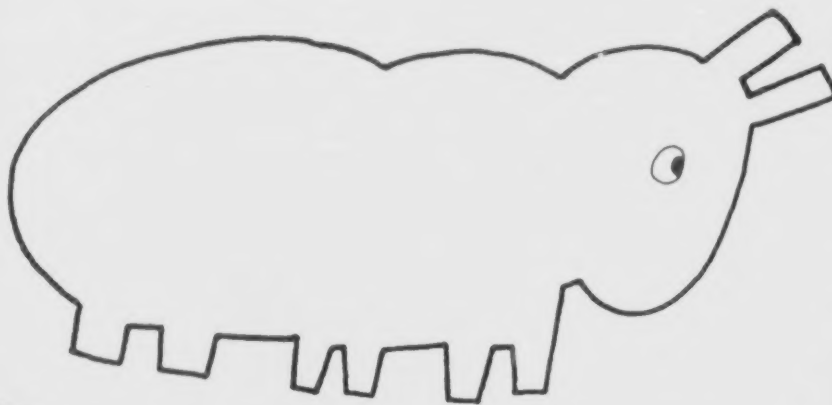
PATTERNS



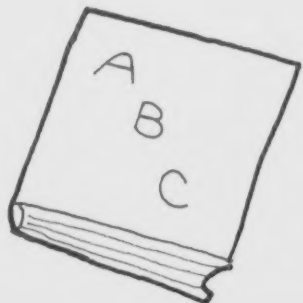
PANTS FOR
ANTHONY ANT—
bright colors



AIRPLANE—grey



ANTHONY ANT—dark grey



ABC BOOK—assorted colors



APRICOT—orange

MORE PATTERNS



BIRTHDAY RIBBON
AND TAG—for
applesauce jar



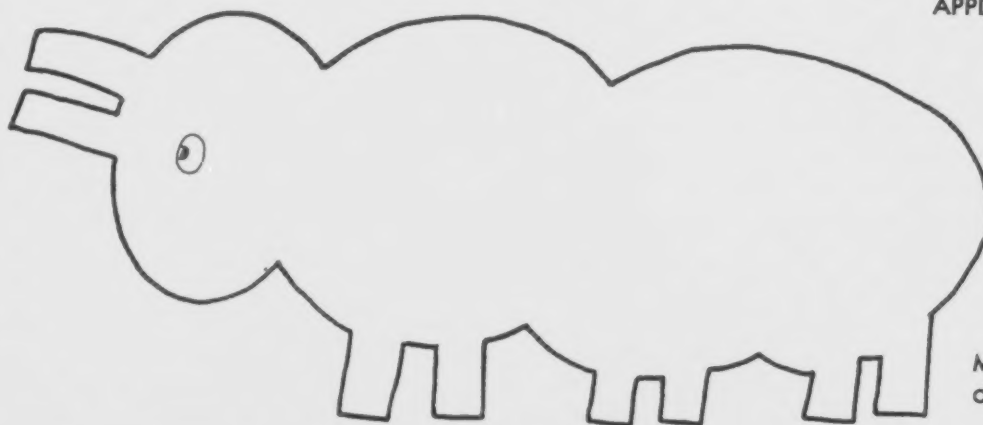
APPLESAUCE JAR—yellow



DRESS FOR
MS. ATOM—
bright colors

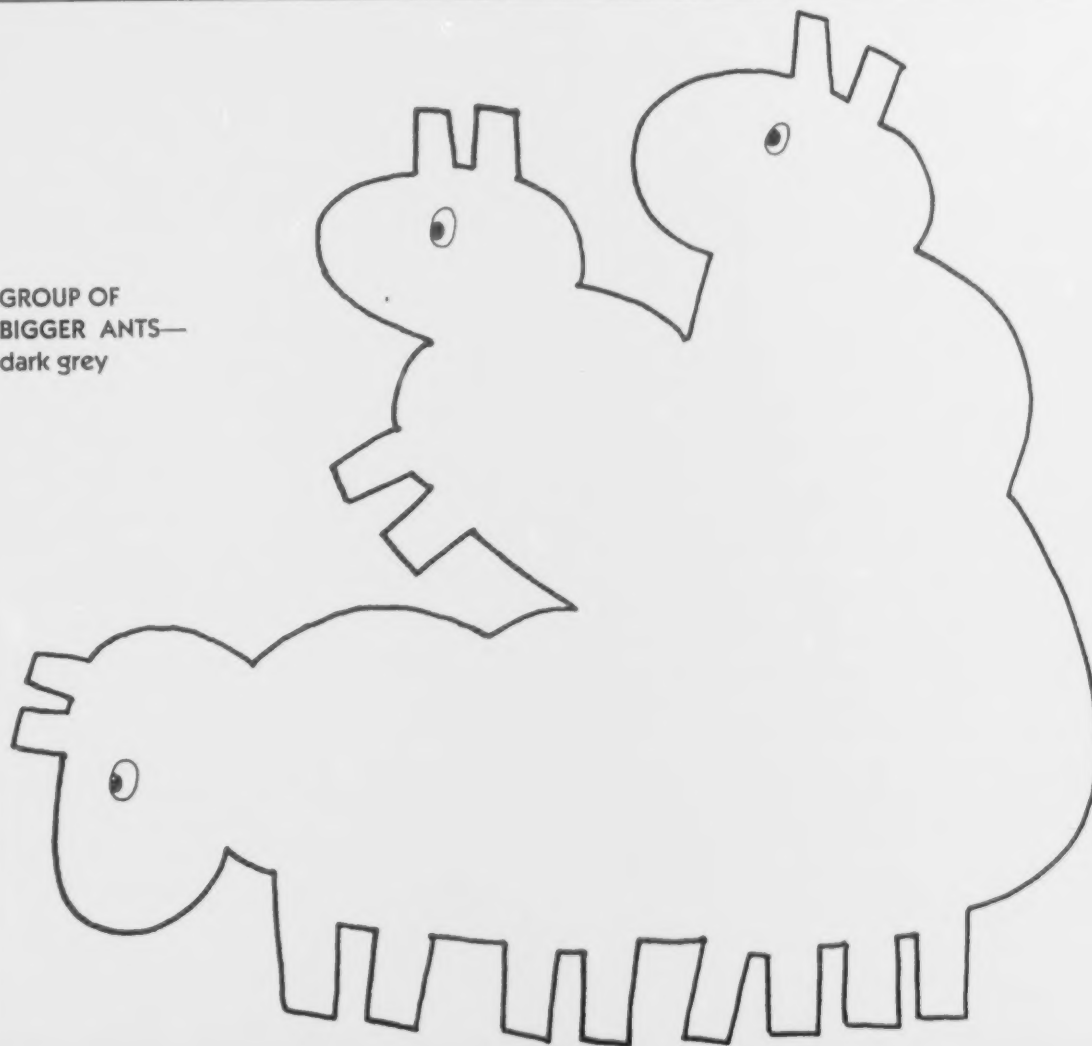


APPLE—red



MS. ATOM—
dark grey

GROUP OF
BIGGER ANTS—
dark grey



FOLLOW-UP ACTIVITIES

- ▲ On a warm day, go outside and watch ants at work. Sprinkle crumbs for the ants to carry. Consider making homemade ant farms. Consult a children's librarian for books with directions for making ant farms.
- ▲ Have children break apples into tiny pieces with clean fingers. Place pieces into a blender with honey and cinnamon to taste. Blend and enjoy!
- ▲ Cut corrugated cardboard into ant shapes, one for each child. Point out head, thorax, and abdomen to children. Invite them to paint the ants red, brown, or black. When dry, show children how to push pipe cleaner legs through holes in the cardboard. Let children bend the pipe cleaners so that their ants can stand up. An extra pipe cleaner may serve as antennae.

Ideas: Mary Beth Minucci

Art: Debby Dixler

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- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

A HEALTHY LEARNING ENVIRONMENT

Read the professional article, answer the questions it poses, and then take a further look at the learning environment you provide for the children in your care with this test. The activities and questions will help you decide if you do need to make changes. This is a perfect time of year to make changes.

1. On an 8 1/2" x 11" piece of paper, draw a floor plan of your space as it is currently being used. Include all interest areas, toileting/diapering, food preparation, and parent information areas. Label each area. Send it along with this test.
2. Take an objective eye "Environment Walk." Use a clipboard or notebook and start your walk outside, as any parent or visitor might. Look at all aspects of the environment--from the building construction to the room arrangements. Mark down all things that need to be changed, removed, replaced, or added to as you move through the entire area. Record here some changes that need to be made.

ITEM/AREA OF NEED	CHANGES TO BE MADE	WHEN AND HOW

3. For one week closely observe the children and record the following.

◆ Where do most of your children like to play?

◆ Why do you think they enjoy playing in these areas?

◆ What areas do they least like being or playing in?

◆ Why do you think this is so?

◆ What measures could you take to make these areas more desirable for children?

- 4.** For an environment to be stimulating and interesting to children, it needs to have both natural and man-made elements. Make a list of man-made items (such as blocks, toys, musical instruments) and one of natural items (such as plants, animals, natural things that make sounds) in your learning environment. The purpose of these lists is to make sure you have a balance of both for children to explore and use. Use the interests of your children in both of these kinds of items to plan your program.

MAN-MADE ITEMS

NATURAL ITEMS

- 5.** Think about the social environment of your setting. This includes the people in the children's world. Does your environment allow for children to socialize one-on-one at small tables or within limited areas, or play with no more than three or four in a center? Do children see other providers, visitors, family members during each day? Do children get to relate to older children (This is often a great way to help young children develop better vocabulary, thinking, and social skills!). Discuss the social environment that you provide for the children in your care. Include occasions when you combine your children with others in different programs or classrooms.

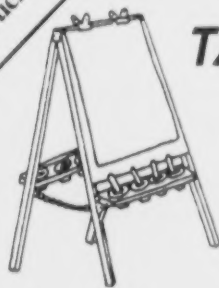
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☐ CDA ☐ TRAINING CERTIFICATE



TAKE A FRESH LOOK

by Kathy Faggella



Is your center, classroom or childcare home the best it can be for the children in your care? Take this fall to make changes in the environment so that your space is the best space for children to be, to learn, to grow, and to thrive.

The first step is to view your area with an objective eye, just as someone coming from the outside might do. Check on the following parts of your environment and see to how many you can truly say, 'yes':

- ☐ Do you have enough space for the largest number of children attending at one time?
- ☐ Do you have adequate lighting, ventilation, thermometers down at children's levels, and sound absorbing materials: carpets, drapery, acoustical ceiling tile?
- ☐ Is your space in good repair? No peeling paint, rough, uneven flooring? Is it clean?
- ☐ Is your space accessible to everyone using it now—handrails, ramps, wide enough doorways for wheelchairs/walkers/use of crutches?
- ☐ Are your basic furnishings child-sized (for all the children using them) and clean?
- ☐ Do you have enough open, labeled shelves for children to make their own choices of materials and toys; even with a few choices for mobile babies?
- ☐ Do you have cots/cribs with children's own bedding? Do you have enough space

between cots and cribs for safety and health? (Three feet is desirable.)

- ☐ Do you have a cozy area for children with clean and well-kept pillows, cushions, beanbag chairs, and soft toys?
- ☐ Do you have well-defined interest areas that can be well supervised? Ideally you should have at least five centers for preschoolers. Every shelf should be labeled for easy storage and 'clean up'. Other materials, both new items and old favorites, should be rotated into centers when needed.
- ☐ Is there space for one or just two children to play alone, yet still be well supervised?
- ☐ Can children create privacy spaces with tents? In corners? At tables for two?
- ☐ Is children's artwork displayed at their eye level? Does art look original, not all the same?
- ☐ Are your toileting/diapering areas well maintained with all supplies at hand?
- ☐ Do you have both indoor and outdoor space for large motor play? Is the outdoor area fenced in, with shade in the heat, sun in the cold weather, and the proper surfaces of sand or chips under climbing equipment? Is there some pavement for riding toys?
- ☐ Is your environment 'baby proof' so mobile babies and toddlers can freely move and play freely?

- ☐ Do you expand your learning environment into the community with walks, visits, car trips and the use of resources, such as the library story hour?

If you answered 'yes' to the questions posed, you have a great place for children! While the health and safety of the physical environment is usually well regulated by your state licensing agency, often the learning/social environment is not! This is the area that depends entirely on you. You need to create a stimulating, challenging environment where children can explore, discover, play, practice their skills and also feel comfortable and secure.

You need to be flexible enough in planning this learning environment so that, after observing individual children on a regular basis, you can modify it to accommodate their changing needs, abilities and interests. You also must be flexible enough to take advantage of spontaneous learning opportunities that occur and incorporate them into your children's day, such as watching a tree removal next door or reaction to a sudden storm outside.

Get to know your children well. Observe them regularly and individually. Prepare a safe, healthy, stimulating, and flexible learning environment and you will have a great year, 2000-2001, like none that has come before it!

Enjoy!



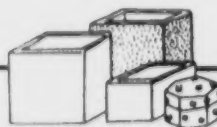
PLANS FOR SEPTEMBER



Activity	Week of September 4	Week of September 11	Week of September 18	Week of September 25
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



213



214



BOOKS TO READ

PLAY

- 📖 *Cat's Play* by Lisa Campbell Ernst (Viking)
- 📖 *I'm Too Busy* by Helen Stephens (DK Toddlers)
- 📖 *Edward Unready* by Rosemary Wells (Dial)
- 📖 *The Big Brown Box* by Marisabina Russo (Greenwillow)
- 📖 *The Berenstain Bears and the Trouble with Friends* by Stan and Jan Berenstain (Random House)

SELF-ESTEEM

- 📖 *The Okay Book* by Todd Parr (Little Brown)
- 📖 *The Ugly Duckling* by Margaret Wise Brown (Little Brown)
- 📖 *ABC I Like Me* by Nancy L. Carlson (Puffin)
- 📖 *Fish Is Fish* by Leo Lionni (Knopf)
- 📖 *Arthur's Teacher Trouble* by Marc Tolon Brown (Little Brown)
- 📖 *Amazing Grace* by Mary Hoffman (Dial)

ALL ABOUT ME

- 📖 *This Is My Body* by Gina Mayer (Golden)
- 📖 *Here Are My Hands* by John Archambault (Henry Holt)
- 📖 *When You Were a Baby* by Ann Jonas (Greenwillow)
- 📖 *Hand, Hand, Fingers, Thumb* by Al Perkins (Random House)

THE IMPORTANCE OF PLAY

At home, the scene at the end of the day often goes like this: you ask, "What did you do today?" Your child responds with a shrug or, "I played." And you're wondering if your child is learning anything by "just playing."

There was a time when adults believed that learning magically began when children entered first grade. Today babies may listen to classic literature and music "in utero," and have number cards flashed at them in their cribs. Free play may seem to be a waste of time when we consider the learning that needs to go on in today's competitive world.

But play is a VERY important experience, during which your child is thinking, problem solving, planning, and using her imagination. Children develop in all areas--social, emotional, cognitive, and physical as they play. They are practicing skills, lengthening their attention spans, and gaining confidence in themselves as they play.

We can encourage and help guide play experiences by offering new materials, commenting on what we observe, and offering suggestions of new things to try. When you take part in (NOT take over) your child's play, you are helping her get the most out of it.

SOME FAVORITE TODDLER PLAY EXPERIENCES

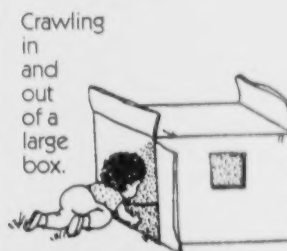


Pouring sand through a funnel into a bottle.



Squeezing soft play dough.

Painting rocks with paint brushes and water.



Crawling in and out of a large box.



Clipping clothespins to the top of a cut-away milk carton.

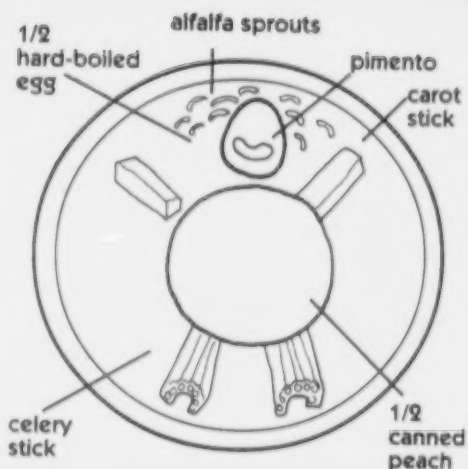
TWO RECIPES FOR SEPTEMBER

ME SALAD

You'll Need: cottage cheese ♦ 1/2 hard-boiled egg
♦ carrot and celery sticks ♦ alfalfa sprouts ♦ lettuce leaves
♦ shredded cheese ♦ pimento slices ♦ 1/2 canned peach

What to Do:

1. Set out the ingredients buffet-style.
2. Talk about how you could make a salad that looks like a person.
3. Let your child choose the foods she wishes to make a Me Salad.

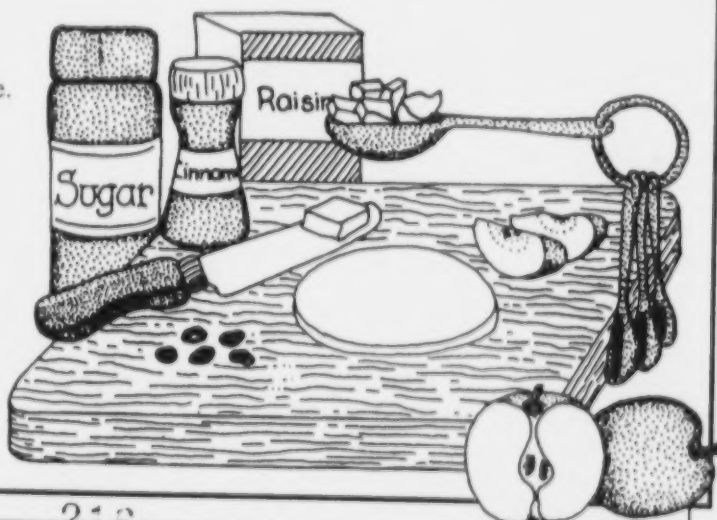


APPLE UGLIES

You'll Need: 1 apple or other harvest fruit such as pear or peach ♦ 1 package refrigerated biscuits (or make your own from a package of biscuit mix) ♦ 2 Tbsp. sugar (optional) ♦ 1/4 tsp. cinnamon ♦ raisins ♦ 2 Tbsp. melted butter or margarine

What to Do:

1. Peel and chop the fruit.
2. Separate the biscuits.
3. Roll or pat each biscuit into a 4-inch circle.
4. Place 1 Tbsp. of chopped fruit on each circle.
5. Stir together the cinnamon and sugar and sprinkle over the fruit.
6. Dot each circle with a dab of butter or margarine.
7. Fold one side over the other to make a half-moon shape. Seal by brushing a little water on the dough and pressing around the edges with a fork.
8. Press raisins into the dough to make a face.
9. Place on an ungreased cookie sheet. Bake for 11-13 minutes at 375° F. Remove to a rack and serve while still warm.





RESOURCE BOOK SPECIALS

3 BOOKS FOR \$11.54! (a \$28.85 value)



26 original read-aloud stories that captivate children and reinforce the sounds of the alphabet letters. Each story has questions and activities and flannelboard patterns. (112 pgs.)

Alpha Stories ~~\$10.95~~ \$5.48



Integrate children's literature into all areas of your program. Hundreds of annotated book suggestions, follow up activities, and ideas for creating an attractive reading area make this book a must-have resource (112 pgs.)

Building on Books ~~\$10.95~~ \$5.48



Use this great addition to any "All About Me" unit to help children explore their homes, family, friends, and community with hands-on activities, each with a full-page lesson plan. (48 pgs.)

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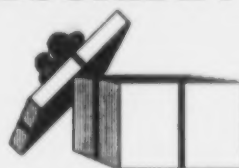
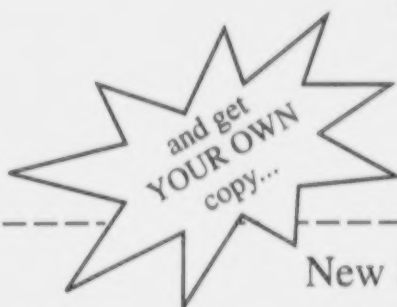
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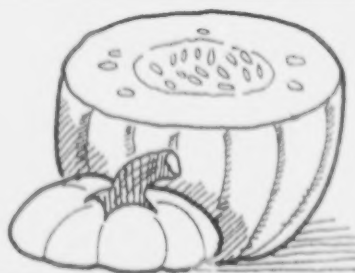
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For People Who Care for Young Children

FALL INVESTIGATORS

Children learn best through hands-on activities. Work sheets, rote memory activities, and drilling with flash cards are not effective ways for young children to learn. Children are born investigators--they like to explore by touching and tasting, taking apart, and putting together. We have a great opportunity to foster this natural curiosity with everyday learning experiences as we introduce colors and numbers, letters, and shapes this fall.



COLORS

Colors are sometimes hard for very young children to learn. It's much more fun and effective if they can experience colors through all of their senses. Concentrate on the colors of fall--red, yellow, orange, and brown--as you plan activities.

- ◆ Mix up a batch of yellow gelatin and chant while eating it. "Ummm, yummy yellow!"
- ◆ Help children make up poems about the green grass, the blue sky, the brown tree bark, and the multicolored leaves.

- ◆ Invite children to wear red on a special color day or even a Color Week. Concentrating on one color at a time really helps!

◆ Offer children apples to carry with them when you take a walk. (Be certain to bring an apple along yourself.) Tell them the name of the apple variety. Notice how the apple looks and feels. Pay particular attention to the apple's color. As you walk along, invite children to point out things they notice that match their apple's skin color. As they munch their apples, challenge children to find other things that match the color of the inside of their apples.

On another day, take different apples on your walk.



SHAPES

When children first begin to distinguish shapes, it's hard for them to see differences in images on paper. Give them lots of time to play with blocks, cubes, and spheres.

- ◆ Ask children to arrange apples from a basket in a circle or a square shape.

- ◆ Place masking tape on the floor and ask children to walk or dance around the shape.

◆ Instead of trying to get those chubby little fingers to wrap around a pencil, try giving children kitchen tongs and some items to sort. Collect a variety of walnuts, peanuts, and pecans and ask children to sort them into different bowls. As they sort, talk about big and little, fat and skinny, round, oblong, and so on. When children do this activity, their fine muscles are getting a workout too.



- ◆ Make a Fall Matching Game. Trace the outline of fall items onto the bottom of a shirt box. Have children match each object with its outline. Store the items in the box.

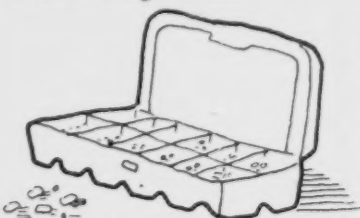


MORE ACTIVITIES FOR FALL INVESTIGATORS

LETTERS AND WORDS

Work sheets and dittos are sometimes used to help children learn to recognize letters. The results of these paper and pencil tasks at such a young age often make children feel inadequate and incapable of learning. Their fine motor skills are in the early stages of development, and it may be hard for them to hold a pencil correctly, much less circle the letter that's different from the rest. However, when you introduce letters through hands-on activities related to an area of interest such as the season, children have a much easier time learning letters and even words.

◆ Glue different types of seeds in sections of an egg carton. Then let children sort seeds such as popcorn, beans, and flower seeds into the correct cups. In this activity, children use sight, touch, and even smell to distinguish differences--much more effective for young learners than sight alone.



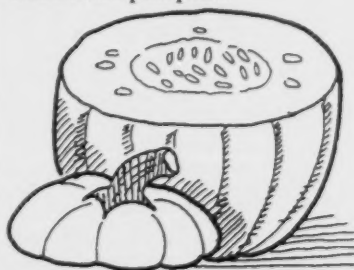
- ◆ Help children learn the letter D through an experience such as digging in dirt.
- ◆ Let children collect and then glue leaves on the letter L and acorns on the letter A.
- ◆ Make a large alphabet chart. Invite children to glue a fall item to each section that begins with that letter. For example: mum for M; seed for S; feather for F.

- ◆ Let children write their names in the dirt with sticks on a fall walk.
- ◆ Help them make lists of everything from birthday wishes to the people in their families.
- ◆ Reinforce pre-reading skills by writing stories in rebus fashion, illustrating key words. This helps children connect meaning to symbols.
- ◆ Make booklets in fall shapes such as leaves, Indian corn, pumpkins, apples, and pine cones. Staple sheets of paper in these shapes and make construction paper covers. Encourage children to dictate or "write" stories and make pictures in these booklets.

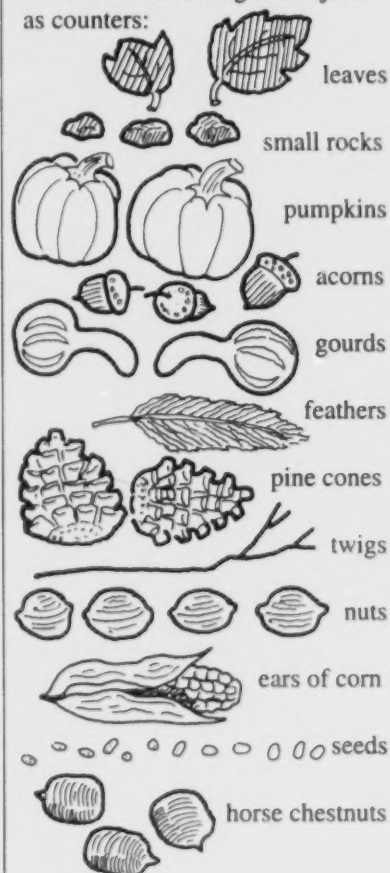
NUMBERS

If you're tempted to pull out a work sheet for teaching numbers STOP! There are many more appropriate ways to teach these concepts than counting the balloons or teddy bears on a page.

- ◆ Have children collect fallen leaves on a walk. Then sort the leaves by color or shape and count how many there are in each group.
- ◆ Cut open an apple for making applesauce and count the number of seeds it contains. Another time count the seeds in an orange. For a real challenge with older children, count the seeds in your Halloween pumpkin.



- ◆ At the beginning of the month, count the number of days on the calendar until a holiday such as Columbus Day or a special event such as a trip to an apple orchard. Each day, look at the calendar and count how many days are left.
- ◆ Use the following fall objects as counters:



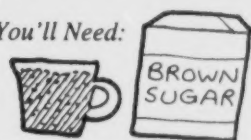
- ◆ Make an apple pie for the flannelboard and remove one slice each day until there are no more pieces left. On that day, make a real pie with children and when you do, count the slices as you cut and then count the number of children in the room. Are there enough pieces for everyone?

GINGERBOARD HORN BOOKS

Yield: 3 dozen
(Note: Quantity may vary with size) Each cookie counts one bread alternative.

In Colonial days at holiday time, children received gingerbread cookies in the shape of horn books (a square with a handle on the bottom). These were wrapped in gold or silver paper. If the child could say all of the alphabet letters that were scratched into the dough, she could eat the cookie. Carry on this tradition by making big gingerbread cookies and letting children write all the letters they know in the dough before it is baked.

You'll Need:



1 cup brown sugar



1 1/2 cups molasses



1/3 cup shortening



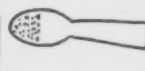
2/3 cup water



6-7 cups flour



1/2 teaspoon cinnamon



1/2 teaspoon nutmeg



1/2 teaspoon ginger



1 teaspoon salt



2 teaspoons baking soda



What to Do:

1. Help children combine the first four ingredients.
2. Have them mix together the next six ingredients in another bowl.
3. Add the dry ingredients to the sugar-molasses mixture and water.
4. Have children mix well.
5. Roll or pat the dough on a floured surface.
6. Use a knife (ADULT ONLY) to cut out horn book shapes (square with handle).
7. Let children use toothpicks to scratch in letters they know into a cookie.
8. Place each child's cookie on its own piece of aluminum foil. Write the child's name or initials on the foil.
9. Bake the cookies at 350° degrees F. for 15 minutes.
10. Cool the cookies and wrap each in foil.

BOOK CORNER:

IN THE

- ❖ *Fall is Not Easy* by Marty Kelley (Zino Press)
- ❖ *How do You Know it is Fall?* by Alan Fowler (Children's Book Press)
- ❖ *Autumn Leaves* by Ken Robbins (Scholastic Inc.)
- ❖ *When Autumn Comes* by Robert Maass (Henry Holt & Co.)
- ❖ *Red Leaf, Yellow Leaf* by Lois Ehlert (Harcourt Brace & Co.)

INFANT CARE: Infant Investigators

With its changing weather, many colors, and interesting animals scurrying around getting ready for winter, fall is the perfect time to explore nature with babies.

- ◆ Start by looking out the window with the baby. If the window is low enough, babies older than six months can sometimes pull up to stand and look out with your help. Talk about what you see. Are there leaves swirling in the breeze? Is there a squirrel looking for nuts? Are there big puffy clouds in the sky? Do you see formations of birds flying south for the winter?
- ◆ Now take the baby along on an outside walk. Talk about the things he can smell and hear. Have older children bring him things to touch such as pine cones and dried leaves. Show the baby how the leaves in the trees rustle and how their shadows move on the ground. Listen for the sounds of cars, birds, barking dogs, or children laughing and tell the baby about them. You might ask older children to take turns describing things to the baby.
- ◆ An older baby, from nine months to a year, can even explore the clothing he must wear to go outside now that it is getting colder in many parts of the country. Show him how to take off hats, coats, and mittens after an outdoor walk. He might be able to reach up and pull off his hat himself! Talk about why he wears these clothes outside.
- ◆ While you are outside, ask older children to collect some interesting rocks, large enough so that a baby couldn't swallow them and small enough so they won't hurt anyone if they are accidentally tossed or dropped in the wrong place. Back inside, wash the rocks and place them in a plastic dishpan. Invite the baby to take them out of the pan and then put them back. Older babies can do this in a wide-mouthed bottle.



Ideas: Jeannine Perez, Susan M. Root

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

FOLKTALES—OUR MULTICULTURAL HERITAGE



Celebrating Columbus Day this week reminds us of America's multicultural heritage—of the people who were here when Columbus came and the many different kinds of people who came after him to settle this land. Today America is a blend of many cultures. One way to get to know about a culture is through enjoying the folklore of its people.

Around our country, folktales are told by Native Americans, Hispanics, Italians, Haitians, Vietnamese, Cambodians, and many others who claim this land as their own. The tales preserve a little of their background, roots, and heritage. Children should hear these wonderful stories along with the more familiar ones. And children should hear each other's stories along with their own. Use this grand opportunity to present a folktale from the culture of each child in your program. Read them together and enjoy the stories and characters. Your children will begin to realize that instead of being vastly different, many of these stories are very much alike! For although Turkey has the story "The Three Hares," we are familiar with a very similar one, "The Three Little Pigs." The Puerto Rican tale

"The Three Wishes" has the wife growing donkey ears, while the version with which we are most familiar has sausages growing on her nose.

USING FOLKTALES WITH CHILDREN

Many folktales are meant to be told to the older child--the seven, eight, or nine year-old--and some are meant for adult enjoyment. These are the long and complex tales. There are many, however, that can be told to younger children. They are usually shorter, contain one situation, have some humor, and one or two main memorable characters. Some of the more complex tales can still be told to younger children in your own words. Look for suggested tales and collections of tales "IN THE BOOK CORNER" on page 4.

When using folktales, introduce any new language or vocabulary words. Explain and draw a picture of a *caldor* or a *hedgehog*. Some tales even contain a word of the foreign language. Tell children what '*tres bien*' means. They love to hear and learn to say these new words. Introduce the names of the characters. Explain that some names actually

describe who the character is or how he behaves, such as the infamous Lazy Jack. Explain that some characters are talking animals.

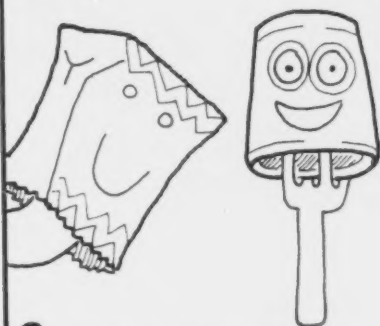
Discuss the settings of each folktale. Whether the story takes place in a desert, jungle, or forest often has a lot to do with the plot itself and how the people dress and live and what they might eat. Describe what a castle or palace or hut might look like. Then let children create the images in their own minds. When telling the stories, try to keep the rhythm and phrasing as it was written. Your gestures, choice of words, and tone of voice will all help children form pictures of what the places and people may have looked like.

Finally, make the characters come alive. Folktales rely primarily on an exciting story line, which is why they are so popular with children. But it is the characters that make them so memorable. Be that character when telling the tale. Portray an old woman or a silly boy as you tell the story! Children will want to hear the stories over and over. They will want to draw pictures of the most impressive parts. They will want to retell their favorite selections!

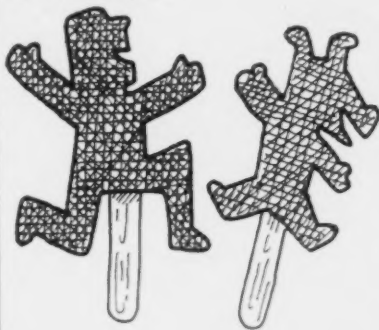
10 WAYS TO RETELL FOLKTALES

1. Have children act out the folktale as you (or another child) retell it. Pantomime the actions and use props. All the children may wish to chime in on repeated verses.

2. Use puppets to retell the story. The idea is to let children make easy puppets that will not take a lot of time and take away the excitement of the activity. Make puppets out of paper items, such as bags, cups, and plates. Again, you can retell the folktale or let children tell it in their own words with your help.



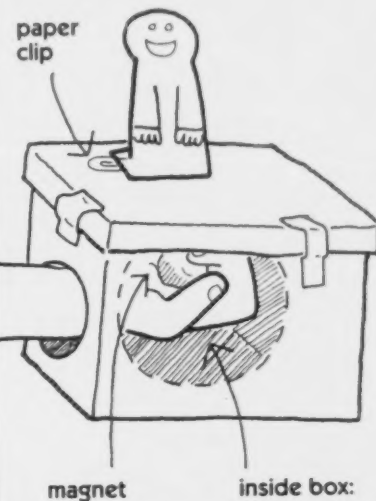
3. Make shadow puppets by cutting out shapes from cardboard and taping or stapling them to craft sticks. Hang a sheet in a doorway; place a lamp behind it and put on the folktale play.



4. Make flip-type sequence books that tell the stories. Accordion-fold papers to make a long book and let children draw in the pictures. Slowly, go back over the story so everyone will have one picture to draw. You can also tape individual sheets of paper together to make the book.

5. Set the folktale to music of the country where it was first told! Decide together with children which music fits which part of the tale. Then, reread or tell the tale with the music added.

6. Make a magnet theatre by cutting a hole in a large shoebox on one side so you can stick your hand into it with a magnet. Let children draw the characters on cardboard or heavy paper. Cut them out and fold up the paper about 1/2 inch along the bottom. Attach a paper clip here. Place the paper characters on the box and move with the magnet from underneath.



7. Invite children to draw or paint a large mural of the story. Let each child contribute a part. Make homemade rubber stamps of the central characters so they will look the same throughout the mural. Sit around the finished mural and let each child tell about his section of the picture. For very young children, you will probably not get the whole story. You will get many repeat parts, but that's fine. Help children fill in the parts that lead up to and follow the illustrated sections.

8. Retell the folktale as a circle story. Sit around in a circle and start the story. Each child tells only one small part. Encourage children to use appropriate voices or gestures as they talk. See if you can tell the whole tale by the time you have gone completely around the circle.

9. Make copies of the illustrations in the folktale book or draw a few simple ones yourself. Reproduce them for each child. Have the child put them in proper sequence and color them.

10. Select and use real props for a story. Let children tell you what part they play in the story.



10 WAYS TO FOLLOW UP THE TALES

Use folktales from other countries and combine them with art, music, and even cooking associated with that culture to help children really get a feel for that land.

1. Read a Mexican folktale and make the characters. Create the characters in clay, a popular art media of Mexico.

2. Make a mobile with cardboard characters that children have drawn and cut out. Use heavy-duty thread strung through straws to hang.

3. Dress up like a character in the folktale. Here is a chance to become familiar with the traditional costumes of other lands. Cast-off clothing can usually be adapted, as can costumes made from paper. Get books from the library to help show you ideas. Children might enjoy combining the dress-up with a little party complete with foods and games of the culture represented.

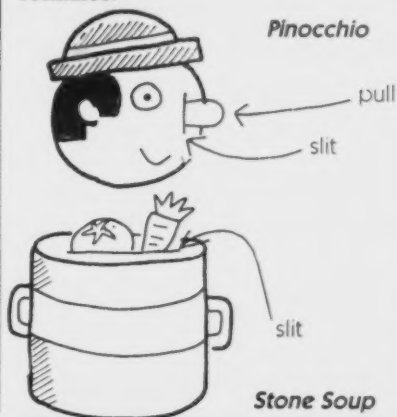


4. Write riddles about the tales or the characters. See if children can guess who the riddle is about.

5. Help children construct the various type of houses mentioned in the stories. Make them with clay, blocks, twigs, and even gingerbread. Let children draw the houses on paper and add magazine cutouts or collage materials to decorate the places.



6. Make pictures with a few moving parts. Use the Italian tale of *Pinocchio* and have his nose 'grow' from a slot on the drawing where his nose is. Have the dragon and monkey 'swim' over the ocean by moving the two through a slot on an ocean background. Make a flying ship that moves through the sky or add cutouts of the various foods to put into a kettle with a slot for *Stone Soup*. This little animation can be lots of fun for these adventurous folktales.



7. Make masks of the characters to hang or wear. The Native Americans often used masks in ceremonies. Often, they were made from natural materials. Let children make masks from bark, leaves, and twigs. Children might enjoy painting faces in a Far Eastern or African style.



8. Have a folktale feast. Look up authentic recipes from countries where the tales were first told and make them with children.

9. Retell the folktale, but create a different ending. Ask leading questions, such as, "What do you think might have happened if the old couple hadn't wasted their three wishes?" or "What would have happened if the turtle really pulled on the vine in *Tug-of-War*?"

10. Take a folktale and update it. For example, if you were telling the *Gingerbread Boy*, you might make up tales using familiar an action figure or stuffed animal in the main role.

BOOK CORNER:

IN THE



- 📖 *African Villiage Folktales* by Edna Mason Kaula (World Publishing)
- 📖 *Five Chinese Brothers* by Kurt Wiese (Putnam)
- 📖 *Peter and the Wolf* by Sergei Prokofieff (Puffin)
- 📖 *Best Loved Folktales of the World* compiled by Joanna Cole (Doubleday)
- 📖 *La Cucaracha Martina: a Caribbean Folktale* by Daniel Moreton (Turtle Books)
- 📖 *Between Earth and Sky: Legends of Native American Sacred Places* by Joseph Bruchac (Voyager Books)
- 📖 *Juan Bobo: Four Folktales from Puerto Rico* by Carmen T. Bernier-Grand (HarperCollins)
- 📖 *The Girl Who Wore Too Much: A Folktale from Thailand* by Margaret MacDonald (August House)

AFTER-SCHOOLER IDEA: Story Cans

One way to get the flavor of a culture is through reading folktales and then using them as a springboard to create your own. In that way, children study the elements of each folktale as well as becoming acquainted with the details that make it uniquely a part of that particular country.

You'll Need: 3 x 5 inch index cards ♦ markers or crayons ♦ four clean, empty coffee cans

What to Do:

1. On blank cards, draw simple outlines of some of the more famous characters in folktales. They should include heroes, ogres, funny characters and talking animals.
2. On other cards, write simple characteristics that these characters might have. Include everything from *clever* to *beautiful* to *stupid* to *ugly*. Use 1 card for each characteristic.
3. On other cards, draw some settings. One card could be a castle, another a hut in a jungle, another a tent in the desert.
4. Finally, on the last group of cards, illustrate problems (1 on each card). Examples include *too much rain*, *too much sun*, *no food*, *no water*, *a mountain too high to climb*, or *a river too wide to cross*. Children will love helping you make these up.
5. Put each set of cards into one of the four coffee cans. Label each can as follows: Character, Characteristic, Setting, and Problem.
6. Let each child pick one card from each can. Help children read and understand the card, if necessary. Challenge them to make a sentence or a story from the elements they chose.



Ideas: Kathy Faggella

Art: Debby Dixler, Catherine Minor, Nina Woldin

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For People Who Care for Young Children

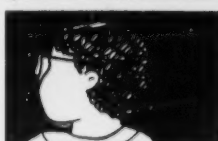
THE FUN OF FINGERPLAYS

Fingerplays entertain and teach at the same time. With little preparation, no clean up, and a guaranteed measure of success, you can put this time-tested activity to work in your program. Fingerplays can be used to teach concepts, introduce language patterns and usage, promote transitions from one activity to another, and to create a warm, cozy sharing experience.

Every early childhood teacher, caregiver, and parent should own at least one treasury of fingerplays. Here are some seasonal and year-round fingerplays to get you started.

Autumn

Autumn leaves are falling down.
(Move hands like falling leaves.)
Some are red and some are brown.
The wind goes "swoosh!"
through the air.
(Throw hands up.)
When you look back,
(Look backwards.)
There are no leaves there.



Lovely Leaves

Lovely leaves are falling down.
Lovely leaves are falling down,
(Move hands like falling leaves.)
Look, they're lying on the ground.
(Put hands in lap.)
Some are soaring on the breeze.
(Wave hands around.)
Some are still in the trees.
(Stand still with arms out like a tree.)



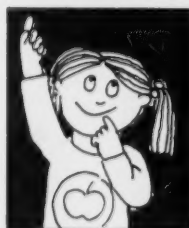
Five Little Apples

Five little apples grew outside my door.
(Child's name) ate one and then there were four.
(Child mentioned pantomimes eating apple.)
Four little apples up high in the tree.
____ ate one and then there were three.
Three little apples grew and grew and grew.
____ ate one and then there were two.
Two little apples shining in the sun.
____ ate one and then there was one.
One little apple - oh what fun!
I ate that apple and then there were none!



Apple Tree

Way up high in an apple tree,
Two little apples smiled at me.
(Point up in the air, smile, and touch lips.)
I shook that tree as hard as I could,
(Imitate shaking tree.)
Down came those apples,
Mmmmm, they were good.
(Make motion with arms of falling apples, rub tummy.)

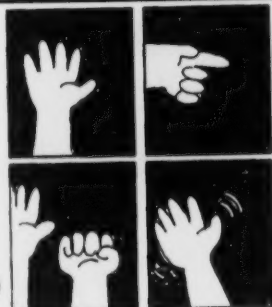


FINGERPLAYS ARE GREAT FOR...

► LEARNING CONCEPTS

Traffic Safety

Red says STOP!
(Hold up hand.)
And green says GO!
(Point index finger.)
Yellow says BE CAREFUL,
(Open and shut hand.)
WAIT, and GO SLOW!
(Move open hand slowly.)



Right and Left

This is my right hand,
I raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them round and round.
Right hand, left hand,
Sit them down.
(Do motions indicated.)



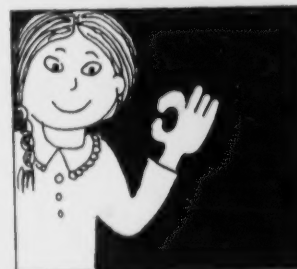
Hands on Shoulders

Hands on shoulders, hands on knees,
Hands behind you if you please.
Touch your shoulders, now your nose.
Now your chin and now your toes.
Hands up high in the air,
Down at your sides, and touch
your hair.
Hands up high as before,
Now clap your hands – one,
two, three, four.
(Do motions indicated.)



Counting Balls

Here's a ball.
(Put thumb and index finger together to form small circle.)
Here's a bigger ball.
(Put hands together, touching
thumbs and fingers.)
And here's a great big ball I see.
(Make a circle with arms.)
Are you ready?
Shall we count them?
One, two, three!
(Remake each size ball.)



► TRANSITIONS (Calming Down)

Clapping, Clapping, Softly Clapping

Clapping, clapping, softly clapping,
(Clap hands softly together.)
Turn them round and round.
(Turn hands one over the other.)
Clapping, clapping, softly
clapping,
(Clap hands softly.)
Now put them quietly down!
(Lay hands quietly in lap.)



Rest Time

I've just come in from playing,
I'm as tired as can be.
I'll cross my legs and fold my hands
And close my eyes so I can't see.
I will not move my body,
I'll be just like Raggedy Ann.
My head won't move,
My arms won't move,
I'll be quiet as a lamb.
(Do motions indicated.)



Storytime Moon Ride

Let's read a story on the moon.
Let's get in our rockets and blast off soon!
(Throw up hands and jump.)
Faster-and faster we reach the sky.
Isn't it great that we can fly?
We're on the moon now,
Take a look.
(Look around, hands over eyes.)
Gently sit down and I'll
read you a book.
(Sit down.)



Sleepy Fingers

My fingers are so sleepy; it's time they went to bed.
So first you, Baby Finger, tuck in your little head.
Ring Man, now it's your turn, and come, Tall Man great.
Now Pointer Finger hurry, because it's getting late.
Let's see if all are snuggled –
No, here's one more to come.
So come, lie close, little brother,
Make room for Master Thumb.
(Point to each finger as
it is mentioned.)



FINGER FOODS

PEANUT BUTTER PILE-UPS

You'll Need (per child): 1 heaping tablespoon of peanut butter ▲ plastic spoon and paper cup ▲ toasted bread slices or graham cracker sections ▲ Mix-In Ingredients (any or all of the following ingredients, placed in separate dishes)—honey, applesauce, orange marmalade, maple syrup, mashed banana, crushed pineapple ▲ Sprinkle-On Ingredients (any or all of the following ingredients in small amounts)—bacon bits, raisins, shredded coconut, fresh berries, sunflower seeds (for older children)

Peanut Butter

Peanut, peanut butter, (*Whisper "Jelly."*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 First you take the peanuts and you smash 'em, you smash 'em.
 You smash 'em, smash 'em, smash 'em.
 (*Imitate smashing peanuts.*)
 Then you take the peanut butter and you spread it, you spread it.
 You spread it, spread it, spread it.
 (*Imitate spreading peanut butter.*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 Then you take the grapes and you squish 'em, you squish 'em.
 You squish 'em, squish 'em, squish 'em.
 (*Imitate squishing.*)
 And then you take the jelly and you spread it, you spread it.
 You spread it, spread it, spread it.
 (*Imitate spreading.*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 Then you put the bread together and you cut it, you cut it.
 You cut it, cut it, cut it.
 (*Imitate cutting.*)
 Then you munch it, you munch it.
 You munch it, munch it, munch it.
 (*Imitate chewing and swallowing.*)
 Peanut, peanut butter, (*Whisper "Jelly."*)
 Peanut, peanut butter, (*Whisper "Jelly."*)

What to Do:

1.

Have children scoop a heaping spoonful of peanut butter into a paper cup.

2.

Invite them to add one of the mix-in ingredients. Have children stir well.

3.

Let children spoon the mixture onto bread or crackers.

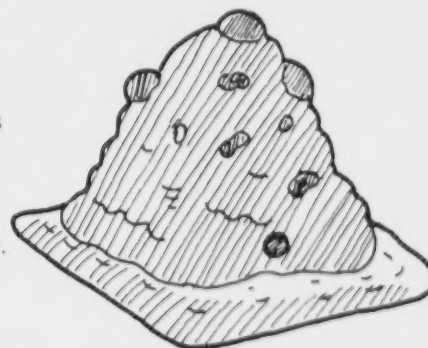
4.

Let them choose sprinkle-on ingredients to put on the top. Serve with milk or juice.

5.

Encourage children to create names for their Peanut Butter Pile-Ups. After eating, let each child draw her recipe.

Yield: One Tbsp. peanut with mix-ins per child. One serving counts as one bread and 1/3 meat alternative.



Taken from *Hands On Cooking: Through the Seasons* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

RESOURCE BOOKS

- 📖 *1001 Rhymes and Fingerplays* by Totline Staff (Totline Press)
- 📖 *Busy Fingers, Growing Minds* by Rhoda Redleaf (Redleaf Press)
- 📖 *Finger Frolics* by Liz Cromwell and Dixie Hibner (Partner Press)
- 📖 *2's Experience Fingerplays* by Liz and Dick Wilmes (Building Blocks)
- 📖 *15 Easy Folktale Fingerplays* by Bill Gordh (Scholastic)

"Happy Birthday" Fingerplay

Today I have a birthday,
I am __ years old, you see.
(Hold up fingers to indicate age.)
And here I have my birthday cake,
Which you may share with me.
(Make large circle with arms.)
First, we count the candles,
Count them, every one.
(Pantomime counting.)
One, two, three, four...
The counting now is done.
Next, blow out the candles,
Out each flame will go.
"Whoosh, whoosh, whoosh, whoosh,"
As one by one we blow.
(Pantomime blowing.)

INFANT CARE: Fingerplays for Babies

Baby Grows

Five little fingers on this hand,
(Hold up one hand.)
Five little fingers on that,
(Hold up the other hand.)
A dear little nose,
(Point to nose.)
A mouth like a rose,
(Point to mouth.)
Two cheeks so tiny and fat,
(Point to both cheeks.)
Two eyes and two ears
(Point to both eyes and ears.)
And ten little toes,
(Point to toes.)
This is the way
the baby grows!



Pat a Cake

Pat a cake, pat a cake,
Baker's man.
Bake me a cake
As fast as you can.
Roll it and pat it,
And mark it with a B.
And put it in the oven
For Baby and me!
(Do actions as indicated.)

This Little Piggy

(Wiggle each finger or toe as you talk about it.
Start with thumb or big toe.)
This little piggy went to market,
This little piggy stayed home.
This little piggy had ice cream,
This little piggy had none.
And this little piggy went: "Weh-weh-weh"
All the way home!
(Tickle baby from belly button up to nose;
end with a hug.)

Ideas: Mary Beth Spann Minucci

Art: Debby Dixler, Catherine Minor

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For People Who Care for Young Children

THE WORLD OF PRETENDING

Young children learn about life mostly through experience. But what if a child cannot go to Disney World to see Mickey Mouse, or to the Ice Capades to see Big Bird? We do not always have time to go and see clowns at the circus or tigers in the zoo. How do we provide real life experiences for children in these situations? One way to do this is to use rich dramatic play.

What is dramatic play? It is pretending. Pretending expands children's life experiences by allowing them to pull together and add to past experiences. Being able to experiment at pulling together past experiences is especially important for very young children, who do not always understand what is happening around them.

Children try on different roles through pretending. When Sam is Daddy and Michelle is Mommy, they are not just pretending. They are literally trying on what it feels like to be Daddy and Mommy and work together and to diaper the baby.

If Susie is playing Mommy and Lee is the baby, Susie is really getting to know what it feels like to take the baby to the supermarket. Through pretending, children begin to investigate and understand the world around them.

Pretend play lets children use

and develop their language skills. They learn to explain what they're doing or risk being thrown out of the pretend game. They learn to use words to get another child to join a game with them. They learn to talk like Mommy, and do it well!

Through pretend play, children are forced to listen to other children and cooperate. If David cannot always be Daddy, he learns to adjust and take turns. If Jane and Larry cannot decide what to do with the crying baby, they have to learn to solve the problem together.



These kinds of learning experiences are laying the groundwork for later relationships. As David works out these conflicts as a four year-old, so will he work out similar kinds of conflicts at twenty-four. Pretend play gives

children practice in solving the kind of problems that will help them develop more creative problem solving skills later in life.

Just as children learn from pretending, they have to learn to pretend. They begin by investigating and repeating grown-up situations. John may put food in an oven hour after hour, before he's done checking out what it feels like to cook.

At this first stage in children's learning, you can help by providing pots, pans, dolls, old clothes, small figures, and by playing along side children as the baby or dog.

After children master some basic family and life situations, they create and expand this play. Instead of cooking dinner, they go on a picnic for dinner. Instead of going grocery shopping, they go clothes shopping. Instead of being Daddy, they may be a circus clown.

At this second stage, you can help children by providing props for them. Old dresses, jewelry, neckties, telephones, and blankets will aid their creativity. Anything that seems especially weird to adults is usually just perfect for pretend play.

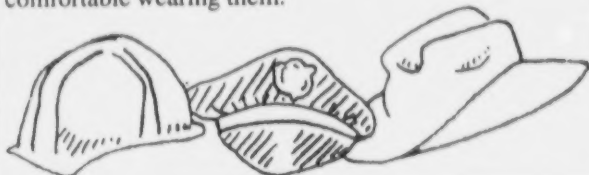
Pretend play is not just play, it is work—children's work. Through this kind of work, they draw together their past life experiences and prepare themselves for what is to come in their lives.

FOCUS ON THE FAMILY:

DRAMATIC PLAY ALL OVER THE PLACE!

You can enrich dramatic play by providing simple props in different areas of your program. The first months at a new program are an adjustment period for any child. Help children feel secure and relaxed during this time by focusing your dramatic play on home and the family. Since some children are coming to school from families where both parents work, from single parent families, or from families where the mother or father works at home, have props available that include different areas of home life. With a few props, the block corner, the housekeeping center, the dramatic play area, and the puppet place in your program can become areas where children can become involved in rich dramatic play.

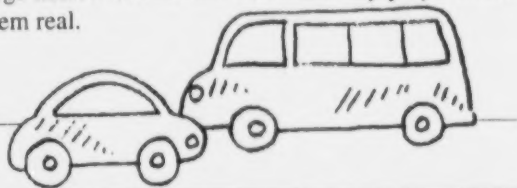
In the dramatic play area, provide hats people use on the job and shoes (never high heels or platforms) for both sexes. Include purses, briefcases, lunch boxes, play tool boxes, scarves, capes, men's ties and vests for dressing up. Dresses, skirts, vests, and work shirts can be altered to fit young children so they feel comfortable wearing them.



Since water is so relaxing to children, set out dishpans with soapy water and even 2's can bathe washable dolls and wash doll clothes. Older children enjoy hanging clothes to dry on a clothesline using clip clothespins. A drying rack could also be used for hanging clothes.



In the block corner, set out a family of small wooden or stuffed dolls for acting out family life. Doll houses and furniture can be fashioned from blocks. Be sure to include small cars, buses, trains, and trucks for imaginative transportation play. A real steering wheel from the auto salvage yard is a great addition to the large hollow blocks and will make any play vehicle seem real.



Have several telephones near the housekeeping area for children to "phone home." Ask your local telephone company to donate real telephones to use for play. The plug-in cords on the telephones should be cut off before using them. The possibilities are endless for the language that happens everyday on these telephones. Have available plenty of dolls and a family of teddy bears to care for or just for hugging. Children like to act out these adult roles.



A couple of used keyboards or old typewriters are interesting for children to use. Play props for an office could include a telephone, paper, pencils, notebooks, paper clips, ruler, and file folders. Watch Mommy's or Daddy's office appear from nowhere!



Give children several empty cardboard cartons in various sizes to play with and arrange as they please. Add a few bed sheets and observe what happens. Often the most simple props are what children like and use the most in their play.

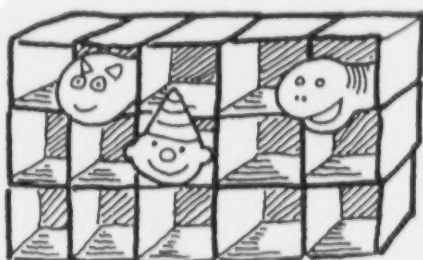
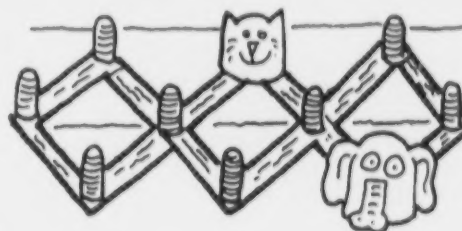


PUPPET PLACES

Puppets give children the chance to express feelings and act out their emotions. Create a "puppet place." You may use a puppet to help a shy child feel more secure. Make a family of simple hand puppets to put out in your puppet place. You might want to use any of the following suggestions to store your puppets.

CUP HOLDER PUPPET RACK

Lay an accordion-type cup holder flat on the top of a low toy shelf. Place a finger puppet over each knob so it stands up.

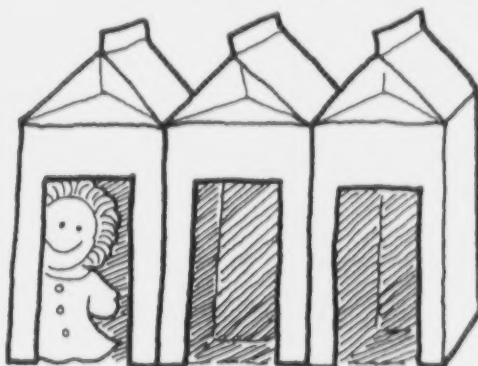
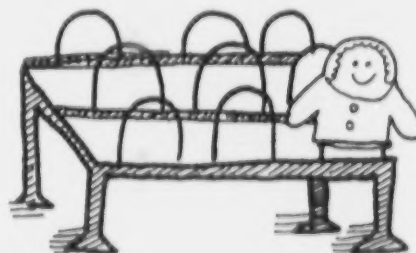


HAND PUPPET CONDO

Cut the tops off of clean, half-gallon cartons. Glue the sides together five cartons wide and three high. Spray paint inside and out. Place on a shelf or on the floor and put a hand puppet in each opening facing out so the face is exposed.

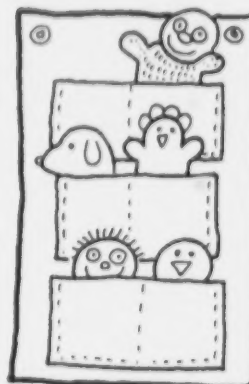
SHOE TREE RACK

Assemble a shoe tree and insert large mitt puppets over wire loops they are standing up, ready to play.



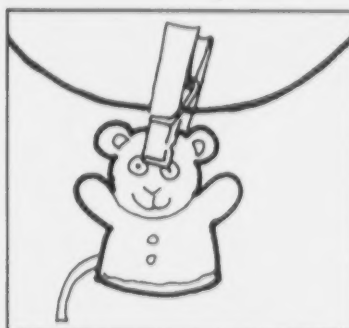
MILK CARTON ROW HOUSES

Cut one side out of a series of half-gallon milk cartons. Glue together side-by-side and then spray paint the construction. Put a puppet in each opening.



CLOTHESLINE STORAGE

Hang a clothesline across the puppet center low enough for children to reach it. Clip lightweight puppets onto the line with clothespins.



PAJAMA BAG OR HANGING SHOE BAG

Recycle old pajama bags or shoe bags into attractive puppet holders. Hang them on the back of tall toy shelves, the side of a filing cabinet, or from a hook.

Taken from *First Teacher Magazine* (Ideas by Susan Entz)

BOOK CORNER:

IN THE

- 1 *Pretend You're a Cat* by Jean Marzollo (Puffin)
- 1 *Imagine* by Alison Lester (Houghton Mifflin)
- 1 *Day Dreams* by Pam Adams (Child's Play-International)
- 1 *Days of Adventure* by Lyn Swanson-Natsues (Mondo Publishing)
- 1 *A Box Can Be Many Things* by Dana Meachen (Children's Press)
- 1 *Fun with Hats* by Lucy Malka (Mondo Publishing)

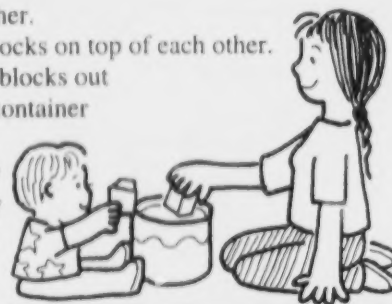


INFANT CARE: Babies Love to Imitate!

Your baby loves imitating you. Give him lots of opportunities when you play together.

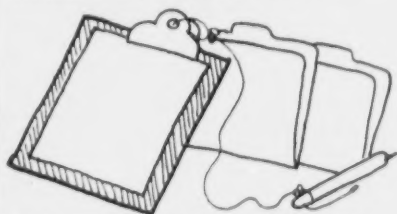
- ◆ Clap your hands.
- ◆ Shake your head.
- ◆ Stamp your feet.
- ◆ Bang two small blocks together.
- ◆ Stack two blocks on top of each other.
- ◆ Take all the blocks out of a plastic container one by one.

Show him how and, eventually he will imitate your actions.



AFTER-SCHOOLER IDEA: Take My Order Please...

Encourage your school-age children to engage in dramatic play that helps them develop their reading and writing skills. They can also help you create written materials for the dramatic play of younger children. Here are some dramatic play situations to which written and writing materials are excellent additions.



- ◆ To make a doctor's office more realistic, add discarded file folders, an out-of-date appointment book, a clipboard with a pen attached by a length of string, left over forms to fill in (ask your doctor for some samples and make copies), scrap paper or pads,

and even old magazines for the "waiting room." Patients can fill out forms and the doctor can take notes about the examination using the clipboard. Each patient can have his own file folder in which the doctor can put her notes.



- ◆ Invite a group of children to open a pretend restaurant. Encourage them to write a menu on a piece of paper complete with prices. Then make copies of the basic menu for them to give customers. You might cover the menus with clear contact paper so that they can be used over and over. Have a chalkboard available

on which to write the "Daily Specials." Have an out-of-date appointment book for taking reservations, and pads for the waiters to use in taking orders and presenting the bill.

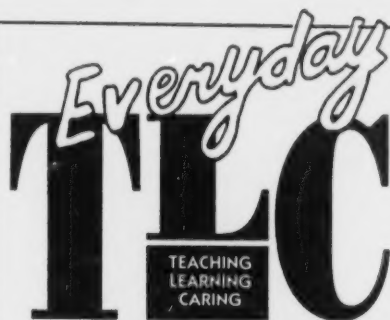


- ◆ School-age children can pretend to be reporters and create a newspaper. They can take notes as they interview other children in the program or take a poll. Encourage them to write up their findings on a plain sheet of paper and perhaps illustrate the story. Gather a group of articles, make copies and give the "newspaper" out to everyone in your program.

Ideas: Jeannine Perez, Susan M. Root

Art: Catherine Minor, Debby Dixler, Nina Woldin

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YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and Gateway Community Technical College
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

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*Over the course of a one-year subscription to **EVERYDAY TLC**, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA.* These same training modules have been approved for one hour each (total of 8 hours per year) toward your licensing hours in the following states:*

AK, AL, AR, CO, OK, OH, PA, RI, TX.

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
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- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
- EVERYDAY TLC**
P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
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Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

PLANNING YOUR CURRICULUM

Read the professional article on the back of this test and then answer the following questions using your own experiences working with children. Use extra sheets to answer questions if you need to.

- 1.** From your observations of children's play, what interests do they have that you think might make good themes for your curriculum?

- 2.** Think of your interests as a child. Write some of them below.

Record some of your interests now that you are an adult.

Which of these interests would be appropriate to share with the children in your care?

Pick one interest you have and bring it to the children. Describe your use of materials and/or your setup of the environment. Record how children responded to it. What activities did you do together? What information did you give children? How did children expand on the theme?

How did it feel to share your interest with the children?

3. We often ignore the obvious, spontaneous teaching moment while we are pursuing our planned curriculum. There are events like these in almost every day: things that children and adults find suddenly fascinating and want to know more about. It could be a natural event, such as a spring snowstorm, hail, or the appearance of a rainbow. It might be the emergency visit of a telephone or electrical repairman. Recall one event that has occurred in your daily routine with children that was unexpected, yet you were able to pick up on the interest and build upon it.

4. Webbing is a technique that helps expand an interest into many areas of a curriculum and suggests various activities based on that interest. Webbing helps you create a plan of action.

1. To begin webbing an idea, place the idea/topic/interest in the center of a piece of paper. Circle it. (Make sure this topic is worthy of webbing. Check the criteria mentioned in the article on the next page before trying to web it!)
2. Now brainstorm all ideas related to topic and draw lines out from the circle, each with a new idea, area of information or activity. Again, circle each of these.
3. Continue to web outward from each of the new words by adding related ideas and activities with a line and another activity.
4. Once you have exhausted all the thoughts and expansions you can think of, you have created a plan for learning.

Now, choose one interest children have expressed and web that interest into other areas and onto new topics that are related. Actually draw the web. (Include a copy of your web with your test when you send it in to us)
Below, describe two or three activities you chose from this web to do with children.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

CREATING AN "INTERESTING" CURRICULUM

by Kathy Faggella

Children develop their cognitive and thinking skills as they begin to understand the world around them. They discover ways to solve problems. They satisfy their curiosity by actively manipulating materials in their environment. They explore, experiment, and experience in order to learn. Our role is *"to support and guide this process by responding to children's interests with new learning opportunities and to their questions, with information and enthusiasm."* (The CDA Assessment System and Competency Standards) We have the chance to build on what the children want to know--on their interests!

The term 'emergent curriculum' speaks directly to this idea of forming a whole curriculum around children's AND adults' interests: the 'things' or materials they encounter, the people and social situations they find themselves in, the developmental tasks (cutting, pasting, pouring, dressing) of everyday, the diversity of cultures, and the unexpected events that occur daily. The curriculum grows from these; it doesn't come from experts telling us 'what every child should know' or from a 'one size fits all' curriculum the child caregiver might use year after year. It is also not a curriculum that just lets children do what they please. Emergent curriculum comes from the daily life of the children and adults.

We set the stage for active learning. We are the guides who expand on initial interests and relate them to real experiences. The process of incorporating emergent curriculum into your program follows these steps:

1. First, set up the environment with all sorts of accessible, open-ended materials, toys, and tools which invite children to come and actively participate.
2. Observe children as they engage in the activities.
3. Assess what is interesting and appropriate for each child and what interests several children share.
4. Keep children interested by adding more materials, supplying appropriate vocabulary words, extending their play, and encouraging their explorations.
5. Finally, encourage children to make up stories, read books, take photos, and create artwork to represent these interests.

Remember, however, that it is not just children's interests that we must take into consideration. It is also our own interests! Think back to the time when you were a child. Was there someone—a parent, grandparent, neighbor, teacher, friend—who taught you about knitting, fishing, kite flying, cooking, woodworking, or similar activities? As adults, we can share OUR interests with children. One provider wore a beaded necklace she had made and children became fascinated with it. She brought in

appropriate beads, children created their own necklaces, and learned how beads are made. The best emergent curriculum ideas are those that appeal to both children and adults because it is the adults who provide more information and expand the ideas with more materials and activities. It is also helpful if adults can pool their resources and collaborate in the development of emergent curriculum. We, like the children we care for, learn and are enthusiastic when we are genuinely interested.

Some of the things children express interest in are NOT good themes for emergent curriculum. They are too narrow and will not keep a child's interest for long. Also, some of these interests do not appeal to adults and without adult enthusiasm and expansion, these topics wither and fall away. Examples of topics that probably wouldn't be good are: shapes, colors, and characters from the latest "kid movie." Shapes and colors can be incorporated into other topics. A good theme meets the following criteria:

- ☐ it is something close to children's personal experience;
- ☐ it is something concrete;
- ☐ it is interesting AND important to children;
- ☐ it has a depth of intellectual and emotional meaning;
- ☐ it is rich in possibilities for various activities that can be done during all segments of the day.



PLANS FOR OCTOBER



Activity	Week of October 2	Week of October 9	Week of October 16	Week of October 23
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



Everyday TLC PARENTS & KIDS TEACHING LEARNING CARING TOGETHER

See Parents & Kids Together
in Spanish at www.everydaytlc.com

BOOKS TO READ

FALL

- ① *Fall Is Not Easy* by Marty Kelley (Zino Press)
- ① *How Do You Know It Is Fall?* by Alan Fowler (Children's Book Press)
- ① *Autumn Leaves* by Ken Robbins (Scholastic)
- ① *When Autumn Comes* by Robert Maass (Henry Holt)
- ① *Red Leaf, Yellow Leaf* by Lois Ehlert (Harcourt Brace)

FOLKTALES

- ① *African Villiage Folktales* by Edna Mason Kaula (World Publishing)
- ① *Best Loved Folktales of the World* compiled by Joanna Cole (Doubleday)
- ① *La Cucaracha Martina: a Caribbean Folktale* by Daniel Moreton (Turtle Books)
- ① *Between Earth and Sky: Legends of Native American Sacred Places* by Joseph Bruchac (Voyager Books)
- ① *Juan Bobo: Four Folktales from Puerto Rico* by Carmen T. Bernier-Grand (Harper Collins)

PRETENDING

- ① *Pretend You're a Cat* by Jean Marzollo (Puffin)
- Imagine* by Alison Lester (Houghton Mifflin)
- ① *Day Dreams* by Pam Adams (Child's Play-International)
- ① *Days of Adventure* by Lyn Swanson-Natsues (Mondo Publishing)

THE IMPORTANCE OF PRETENDING

Young children learn about life mostly through experience. But, what if a child cannot go to Disney World to see Mickey Mouse, or to the Ice Capades to see Big Bird? We do not always have time to go and see clowns at the circus or tigers in the zoo. How do we provide real life experiences for our children in these situations? Use pretend play.

Pretending expands children's life experiences by allowing them to pull together and add to past experiences. It is especially important for very young children, who do not always understand what is happening around them.

Through pretending, children try on different roles. When Sam is Daddy and Michelle is Mommy, they are not just pretending. They are trying on what it feels like to be Daddy and Mommy and work together and diaper baby brother.

If Susie is playing Mommy and Sammy is the baby, Susie is getting to know what it feels like to take the baby to the supermarket. Through pretending, children begin to investigate and understand the world around them.

Pretend play lets children develop their language skills. They learn to explain what they're doing. They learn to use words to get you or another child to join a game with them. They learn to talk like Mommy, and do it well!

Through pretend play, children must listen to others and cooperate

with each other. If David cannot always be Daddy, he learns to take turns. If Jane cannot decide what to do with crying baby, Lisa, they must solve the problem together.

These kinds of learning experiences are laying the groundwork for later relationships. As David works out these conflicts as a four-year-old, so will he work out similar kinds of conflicts at twenty-four. Pretend play provides the kind of problem-solving skills that leads to adult problem solving.

Just as children learn from pretending, they have to learn to pretend. They begin by investigating and repeating grown-up situations. John may put food in an oven hour after hour, before he's done checking out what it feels like to cook. You can help by providing pots, pans, dolls, old clothes, small figures, and by playing alongside your child as the baby or dog.

After children master some basic family and life situations, they create and expand this play. Instead of cooking dinner, they go on a picnic. Instead of going grocery shopping, they go clothes shopping. Instead of being Daddy, they may be a circus clown. At this second stage, you can help your child by providing props for the play. Old dresses, jewelry, neckties, telephones, and blankets will help him be creative.

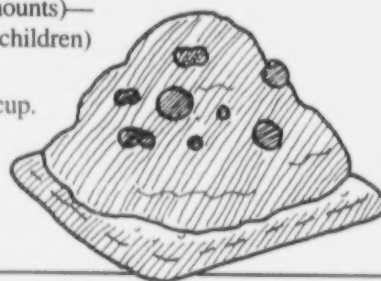
FOOD AND FINGERPLAYS: RECIPES FOR FUN

PEANUT BUTTER & PILE-UPS

You'll Need (per person): 1 heaping tablespoon of peanut butter ▲ plastic spoon and paper cup ▲ toasted bread slices or graham cracker sections ▲ Mix-In Ingredients (any or all of the following ingredients, placed in separate dishes)—honey, applesauce, orange marmalade, maple syrup, mashed banana, crushed pineapple ▲ Sprinkle-On Ingredients (any or all of the following ingredients in small amounts)—bacon bits, raisins, shredded coconut, fresh berries, sunflower seeds (for older children)

What to Do:

1. Invite your child to scoop a heaping spoonful of peanut butter into a paper cup.
2. Encourage her to add one of the mix-in ingredients. Stir well.
3. Let your child spoon the mixture onto bread or crackers.
4. Let her choose sprinkle-on ingredients to put on the top.
5. Challenge your child to create a name for her Peanut Butter Pile-Up.



FINGERPLAYS

Fingerplays entertain and teach at the same time. Fingerplays are an ancient teaching tool originating in China for the purpose of entertainment. Fingerplays can be used to teach concepts, introduce language patterns and usage, promote transitions from busy activities to quiet ones, and to create a warm, cozy, sharing experience.

Traffic Safety

Red says STOP!
(Hold up hand.)
And green says GO!
(Point index finger.)
Yellow says BE CAREFUL,
(Open and shut hand.)
WAIT, and GO SLOW!
(Move open hand slowly.)



Peanut Butter

Peanut, peanut butter, (Whisper "Jelly.")
Peanut, peanut butter, (Whisper "Jelly.")
First you take the peanuts and you smash 'em, you smash 'em.
You smash 'em, smash 'em, smash 'em.
(Imitate smashing peanuts.)
Then you take the peanut butter and you spread it, you spread it.
You spread it, spread it, spread it.
(Imitate spreading peanut butter.)
Peanut, peanut butter, (Whisper "Jelly.")
Peanut, peanut butter, (Whisper "Jelly.")
Then you take the grapes and you squish 'em, you squish 'em.
You squish 'em, squish 'em, squish 'em. (Imitate squishing.)
And then you take the jelly and you spread it, you spread it.
You spread it, spread it, spread it. (Imitate spreading.)
Peanut, peanut butter, (Whisper "Jelly.")
Peanut, peanut butter, (Whisper "Jelly.")
Then you put the bread together and you cut it, you cut it.
You cut it, cut it, cut it. (Imitate cutting.)
Then you munch it, you munch it.
You munch it, munch it, munch it.
(Imitate chewing and swallowing.)
Peanut, peanut butter, (Whisper "Jelly.")
Peanut, peanut butter, (Whisper "Jelly.")





RESOURCE BOOK SPECIALS

3 BOOKS FOR \$11.14! (a \$27.85 value)



Explore letters through whole language experiences, children's literature, art, cooking, science projects, toys, and playing games. Over 300 multisensory projects can be woven into your program (112 pgs.)

Alphabet Adventures ~~\$16.95~~ \$5.48



20 full page, seasonal recipe charts and lesson plans to teach concepts through cooking. Fall recipes include: Corn Chowder, Apple Sacks, Pumpkin Bread, and Fried Dough Ghosts. (96 pgs.)

Hands-On Cooking ~~\$9.95~~ \$4.98



Help children learn about shapes as they explore each season of the year. Activities for fall include: Leaf Shapes, Sponge Painting Leaves, Jack o' Lantern, Ship Shapes, and Turkey Time (48 pgs.)

A Year of Shapes ~~\$6.95~~ \$3.48

▲ *Alphabet Adventures* \$5.48 ▲ *Hands-On Cooking* \$4.98 ▲ *A Year of Shapes* \$3.48

▲ Set of Three Books \$11.14 (60% off)

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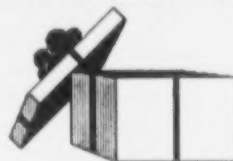
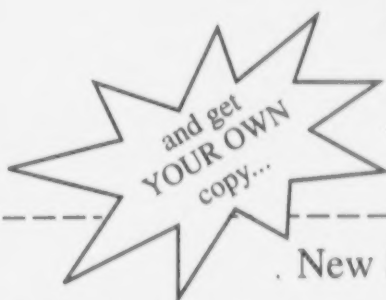
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For People Who Care for Young Children

FUN & GAMES FOR HALLOWEEN

Help your children celebrate this favorite holiday with games, art projects, interesting foods, and even a science experience!

WITCH SEAT?

You'll Need: witch's hat

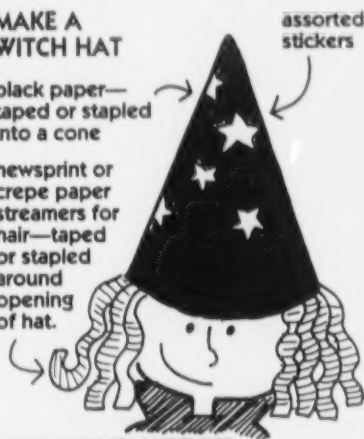
What to Do:

1. Invite everyone to sit in a circle, with one player sitting in the center, wearing a black witch's hat.
2. The witch cries out, "I'm a witch looking for a seat. When I call your name, get to your feet."
3. The witch then calls out two names and those people must change places. If the witch gets there first, the person left out becomes the witch and puts on the black hat.

MAKE A WITCH HAT

black paper—taped or stapled into a cone

newsprint or crepe paper streamers for hair—taped or stapled around opening of hat.



MELT THE WITCH

You'll Need: moveable chalkboard

- ◆ colored chalk ◆ sponges
- ◆ pail or dishpan of water

What to Do:

1. Draw a witch's head or whole body on the chalkboard (Make sure the witch is not too scary-looking with young children.)
2. Place the board in an area where it will stand alone and not fall over.
3. Fill the pail with water and add sponges.
4. Invite children to stand close enough to the board to be able to hit it accurately with a wet sponge. Place pail with water and sponges near this spot.
5. Tell children to take turns throwing wet sponges at the witch to try to "melt" her away. (As the witch becomes wet and water drips down the board, it will appear as if she is melting.) Be sure that children are squeezing out the sponges before throwing them!

THE WITCH'S HAIR

You'll Need: glue ◆ paper cups

- ◆ pencil ◆ crayons or markers
- ◆ construction paper ◆ black tempera paint ◆ drinking straw
- ◆ paint brush ◆ plastic spoon
- ◆ water ◆ newspaper

What to Do:

1. To make paint mix in a cup: 2 parts black paint, 2 drops water 1 part glue.
2. Invite children to draw and color a large picture of a witch on construction paper.

3. Have them put their pictures on newspaper.

4. Show them how to put a spoonful of paint on the witch's hair. Pick up the straw, point down and away from the face and blow to make hair "grow." Make sure children know how to "blow out."
5. Let children repeat the process to make a full head of hair for the witch. Set aside to dry.
6. Encourage children to make up stories about their witches with the wild-looking hair. Write down their stories and read them aloud together at circle time.

WITCH RELAY RACE

You'll Need: 2 cone-shaped witch hats ◆ 2 small brooms

How to Play:

1. Divide children into two teams of witches.
2. Have them stand in two lines next to each other. Give each group a small broom.
3. Place two witches' hats at the opposite end of the room or yard.
4. When you say, "Witches Fly!" the first child in each line must "climb on her broom" (or just carry it), run to the hat, run around the hat, and then run back to her group.
5. The first child hands the broom to the next child in line.
6. The first group of "witches" to finish the race wins.

GHASTLY, GHOSTLY ART

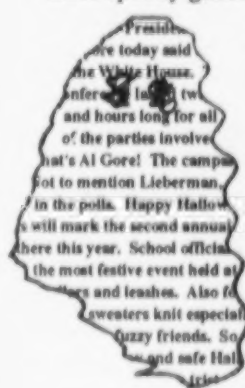
GOOGLE-EYED GHOST

You'll Need: string cut into 7-inch lengths ♦ shallow containers for paint ♦ clip clothespins

♦ black tempera paint thinned with water ♦ white paper ♦ black markers

What to Do:

1. Tie a length of string to the pinching end of a clip clothespin.
2. Demonstrate string painting, by holding the clothespin and dipping the string into the thinned black paint, then dancing it up and down, and plopping it on the paper in different places.
3. Let children fill many papers with "dancing ghosts." Set them on newspapers to dry.
4. When dry, ask children to find ghostly rounded shapes in the picture, and mark each with two black eyes. OR try this activity with white paint on dark-colored paper for more spooky ghosts!



MAGIC GHOST PICTURES

You'll Need: a white votive candle or a white crayon ♦ white paper ♦ food coloring, diluted with water ♦ cotton swab ♦ paintbrush ♦ scissors ♦ black construction paper ♦ tape

What to Do:

1. Invite children to use the candle or crayon to draw ghostly shapes on white paper. (Shapes will be almost invisible.)
2. Help them make orange food coloring by mixing drops of red and yellow with a bit of water.
3. Using a cotton swab or paintbrush, let children wash diluted food coloring over the entire paper. Let dry thoroughly.
4. Older children can frame the picture by cutting a house shape in the center of the black paper. (Folding paper first makes this job easier.) Tape the ghost picture to the back side of the house frame.

NEWSPAPER GHOSTS

You'll Need: pieces of old newspaper ♦ markers

What to Do:

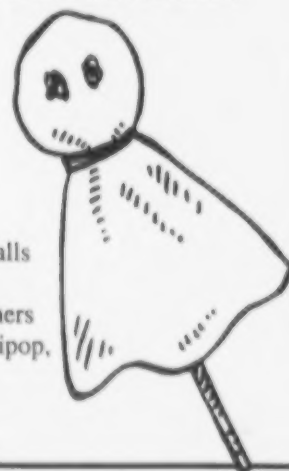
1. Invite children to cut or tear ghost-shaped pieces out of newspaper.
2. Let them add two black eyes with markers.
3. Encourage children to hold these shapes against a smooth wall and rub in one direction with the side of a pencil. Static electricity will hold the ghost to the wall. (When something is rubbed hard and fast, friction may cause it to become charged. Static electricity will develop. This type of electricity makes things stick together.)

NAPKIN GHOSTS

You'll Need: white paper napkins ♦ cotton balls ♦ lollipops ♦ yarn

What to Do:

1. Unfold paper napkins and place cotton balls or a lollipop in the center of the napkin.
2. Show children how to pull down the corners of the napkin over the cotton balls or lollipop, making a ghost head.
3. Help them tie with yarn at the "neck."
4. Let children use markers to make faces.





HALLOWEEN SNACKS



Why not have an all-orange snack day on Halloween this year? You might ask children to each bring in one orange snack. To make this more challenging, specify whether it should be a fruit, vegetable, dairy (cheese), or drink. Here are some suggestions:



- ▲ Assorted orange finger foods: cheese cubes, carrot sticks, orange slices, orange gelatin "jigglers", cantaloupe wedges, or corn curls
- ▲ orange beverages like orange juice or orange punch
- ▲ cooked orange vegetables like squash, pumpkin, or carrots



Talk about the shapes, tastes, and textures, using words such as *squashy*, *crunchy*, *wet*, *soft*, *hard*, *salty*, *sweet*, and so on.

Orange cheese is a meat/alternate for snack. Carrot sticks, orange slices, cantaloupe, 100% orange juice, cooked orange vegetables are vegetable/fruits for snack. The cookie (in the Ice Cream Cone Witch) is a bread alternate for snack but can only be claimed twice a week.

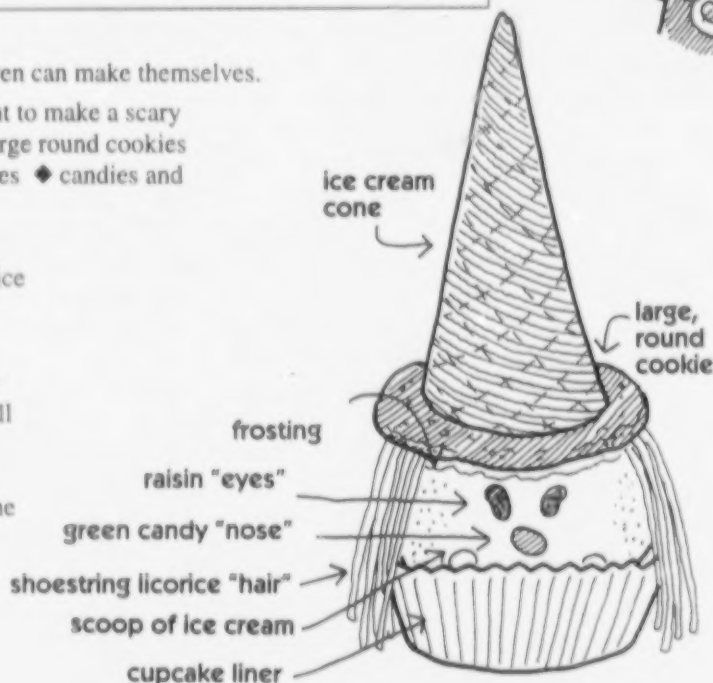


- ▲ Finish your Halloween feast with an **ICE CREAM CONE WITCH** children can make themselves.

You'll Need: ice cream (Pistachio or Mint to make a scary green witch face) ♦ cupcake liners ♦ large round cookies ♦ frosting ♦ cone-shaped ice cream cones ♦ candies and raisins

What to Do:

1. Help children place a single scoop of ice cream in a paper cupcake liner.
- 2.. On top of the ice cream, let them place a large cookie. Press the cookie into the ice cream so that it will not fall off.
3. Show children how to use frosting to attach a cone-shaped ice cream cone on top of the cookie.
4. Encourage them to decorate the ice cream face with frosting, raisins, and candies.



BOOK CORNER:

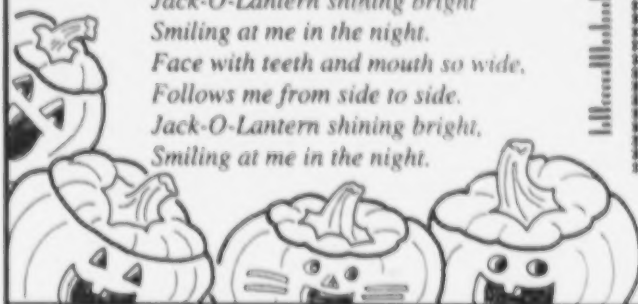
IN THE

- 📖 *Pumpkin Day, Pumpkin Night*
by Anne Rockwell (Walker)
- 📖 *The House that Drac Built*
by Judy Sierra (Harcourt Brace)
- 📖 *The Little Old Lady Who Was Not Afraid of Anything*
by Linda Williams (HarperCollins)
- 📖 *Halloween ABC* by Eve Merriam
(Simon and Schuster)
- 📖 *Froggy's Halloween*
by Jonathan London (Viking Press)

A PUMPKIN SONG

THE JACK-O-LANTERN SONG
(Tune: "Twinkle, Twinkle Little Star")

*Jack-O-Lantern shining bright
Smiling at me in the night.
Face with teeth and mouth so wide,
Follows me from side to side.
Jack-O-Lantern shining bright,
Smiling at me in the night.*



S126 P3

KAREN SMITH, UNIV. OF IL
CHILDRENS RESEARCH CTR
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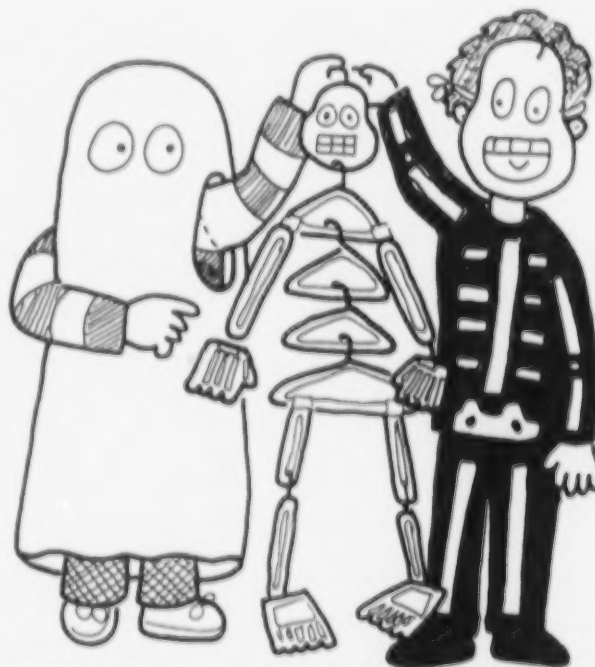
AFTER-SCHOOLER IDEA: GHOST SKELETON

This cooperative project is perfect for a group of school-age children on Halloween.

You'll Need: 11 wire coat hangers ♦ white construction paper
♦ black marker ♦ masking tape ♦ scissors

What to Do:

1. Bend the first hanger into a skull shape.
2. Cut the same shape from the construction paper.
3. Draw skeleton head features on the paper.
Put it aside for the moment.
4. Make the skeleton's ribs by hooking four hangers together, one on top of the other, so they hang down in a row.
5. Cover the hooks with tape so that they stay together.
6. Pull six hangers straight.
7. To make an arm, attach one straightened hanger to the right corner of the top rib hanger with tape. Fasten another hanger to the other side to make the other arm. The hooks are the skeleton's hands. (Optional: Draw bony hand features on paper and tape over hooks.)
8. Attach two hangers to make each leg.
9. Attach legs to the bottom rib hanger 3-4 inches in from each corner.
10. Make feet by bending out the lower leg hangers. (Optional: Draw bony feet on paper and tape over bent hangers.)
11. Optional: Paint the skeleton white.



Ideas: Kathy Faggella, Tania Cowling

Art: Debby Dixler, Nina Woldin

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For People Who Care for Young Children

TAKE A WALK!

While the weather is pleasant almost everywhere in the country, take some learning walks with your children. There is nothing like a walk in the crisp, cool, fall air to reawaken your senses to the sights, smells, sounds, and feel of the season. It's an excellent time to think about how the seasons are changing by looking for signs of winter in many areas of the country.

Follow up when you come back inside with art and cooking activities. Even if you do not live in a place where the fall brings dramatic changes to nature, you can adapt the themes of these walks to fit your natural surroundings.

FALL COLOR WALK

You'll Need: leaves of different colors

What to Do:

1. Invite children to go for a walk and look for things that are the same as the color of fall leaves.
2. Give them one leaf at a time and challenge them to try to find another object outside with the same color as the leaf.
3. For older children, after they find several objects of one color, give them a new leaf in a different color and repeat the activity.
4. Back inside, let children find objects that are the same colors as fall leaves.

Fall Leaf Mats

This fall craft is one that has been handed down from one generation to the next. Children will be amazed as the beauty of the season is captured and saved.

You'll Need: assorted colorful leaves ♦ scissors (ADULT USE ONLY) ♦ waxed paper ♦ newspapers ♦ iron (ADULT USE ONLY)

What to Do:

1. Collect some colorful fall leaves.
2. Cut 2 sheets of waxed paper about 9" to 10" long. Place one sheet on a folded newspaper.
3. Let children arrange the leaves on the waxed paper. Trim the stems with scissors, if thick.
4. Cover with a second sheet of waxed paper.
5. Place another sheet of newspaper on top.
6. Press over the newspaper with a warm iron, sealing the leaves between the sheets. Check for a good seal and press again, if needed. The leaf sheet can be used as a place mat or hung in a window.



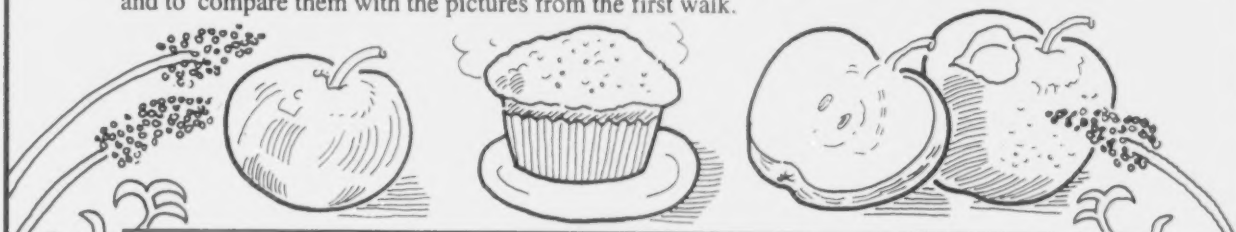
FALL SMELLING WALK

Help children distinguish which smells might only be found in the fall and discuss why.

You'll Need: note pad ♦ pencil or marker

What to Do:

1. Invite children to take a "smelling walk" with you. Use your noses to notice the things around you.
2. Discuss some of the words that might help children understand how to describe the things that they smell. (For example: *sweet smelling, grassy, unpleasant, pleasant*, and so on.)
3. Walk together through a garden, near a bakery or a kitchen, and among trees and shrubs. Talk about smells that are special in fall--leaves burning, baskets of apples, cut hay.
4. Back inside, encourage children to make pictures of things they smelled on their walk.
5. Take another "smelling walk" in the evening or early morning and compare it to the one you took before. Challenge children to make pictures of what they discovered on this second walk and to compare them with the pictures from the first walk.



AFTER THE SMELLING WALK....

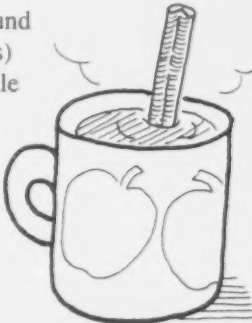
yummy SMELLING CIDER

1/2 cup meets juice/
vegetable* for snack.

You'll Need: 1/2 gallon cider ▲ 4-5 cinnamon sticks or 1/2 tsp. ground cinnamon ▲ 1 large orange (several small tangerines or clementines) ▲ small handful of cloves ▲ cups ▲ sharp knife ▲ large pan or kettle

What to Do:

1. Place cider in the pan and begin to heat slowly on the stove.
2. Let children stick cloves in orange(s).
3. Cut orange(s) in thick slices. Try not to cut through cloves.
4. Place orange slices in heating cider.
5. Drop in the cinnamon sticks or add the ground cinnamon.
6. Let simmer about 5 minutes. Cool slightly and serve in mugs



FALL SORTING WALK

You'll Need: plastic or paper bags for collecting

What to Do:

1. Invite children to go on a fall walk with you to collect small fall items to use in a special way when you go back inside.
2. Suggest that they try to find as many different fall items as they can and place them in the bag. Look for acorns, seeds, seedheads, colored leaves, dried flowers, chrysanthemums, dried grasses, and cornstalks.
3. If you find acorns, look for squirrels gathering them for winter. If you find a leaf, look for the tree it came from.
4. When you return inside, ask children to sort the items into groups any way they wish.
5. If children have a hard time grouping the objects, suggest they find all the leaves. Then ask if the leaves are all the same or different? Can they put the leaves in several groups? Then ask them to find the seeds (acorns), and so on. This is wonderful practice for later learning in math!



AFTER A GATHERING WALK....

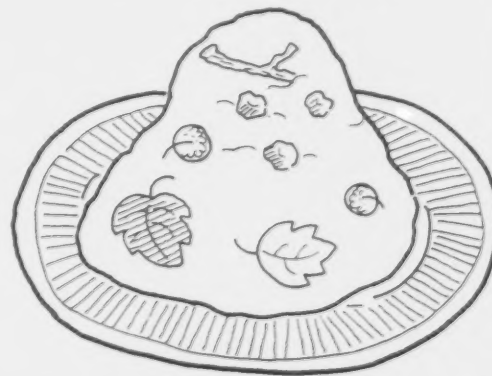
PLAYDOUGH CENTERPIECE

FOR TODDLERS AND TWO'S

You'll Need: small paper plate ▲ play dough ▲ fall leaves ▲ paper bag ▲ twigs ▲ acorns ▲ pebbles

What to Do:

1. Give each child a large ball of play dough to place on a paper plate.
2. Encourage him to stick fall items into the play dough.
3. Let the play dough dry overnight.
4. Send these beautiful centerpieces home to be used on the Thanksgiving feast table. Children will be so proud of their creations.



BOOK CORNER:

IN THE

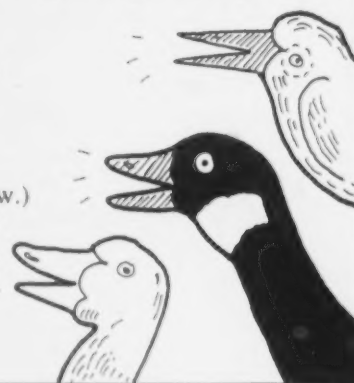
- 📖 *Fall Is Not Easy* by Marty Kelley (Zino Press Children's Books)
- 📖 *Poppelton in Fall* by Cynthia Rylant (Scholastic)
- 📖 *One Fall Day* by Molly Garrett Bang (Greenwillow)
- 📖 *Apples and Pumpkin* by Anne Rockwell (Simon and Schuster)
- 📖 *Fall Is here, and I Love It!* By Elaine Good (Good Books)
- 📖 *Possum's Harvest Moon* by Anne Hunter (Houghton Mifflin)

FALL LISTENING WALK

You'll Need: tape recorder (optional)

What to Do:

1. Invite children to join you in some fun trying to hear the sounds of fall outside. Once outside, ask them to close their eyes and listen to the leaves blowing on the trees.
2. Ask them if they can hear birds or geese. If they do, collect some pine cones to make bird feeders. (See below.)
3. Listen to your own feet as you move through the leaves!
4. Move to different locations to discover more sounds. Make tape recordings of the sounds if you wish.
5. Back inside, play the recording at circle time. Can children identify the sounds?



AFTER THE LISTENING WALK....

PINE CONE BIRD FEEDER

You'll Need (for each bird feeder): 1/2 cup peanut butter
 ▲ 2 Tbsp. bacon drippings or suet ▲ 1/4 cup birdseed
 ▲ a pine cone ▲ bowl ▲ ribbon (about 18" per cone)
 ▲ spoon ▲ measuring cups and spoons

What to Do:

1. Help children measure and mix together peanut butter, bacon drippings or suet, and birdseed in a bowl.
2. Invite them to spread the mixture over the pine cones.
3. Tie a piece of ribbon around each cone. Make a loop so that the cone can be hung from a tree branch.
4. Choose a tree that you can view easily from a window. It might take a few days, but soon the birds will find the treat. Children will enjoy watching the different types of birds as they visit.

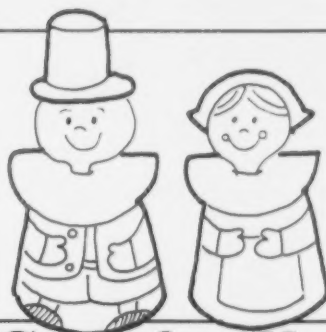


PEANUT BUTTER, SUET OR BACON DRIPPINGS AND BIRDSEED MIXTURE

Ideas: Jeannine Perez, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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For People Who Care for Young Children

THE POWER OF PAPER

If all forms of paper vanished mysteriously from shelves and cupboards, you would have a hard time helping children experience meaningful art, math, language, drama, and science projects. Paper is your greatest resource! To be truly creative with paper, you will need to stretch your thinking. Look at each piece of paper and plan in three directions.

- ◆ *What kind of paper (base)?*
- ◆ *What kind of color (medium)?*
- ◆ *What do I use to put the color on the paper (application)?*

When you rethink paper projects from this perspective, the combinations are countless.

PROJECTS ON PAPER

Begin with the paper as a base. Look around and see what you can come up with! Projects might include:

- ◆ covering **paper plates** with torn tissue paper in all colors for a giant, colorful flower.
- ◆ painting **BIG** pictures on the sides of **cardboard boxes**. Or, use appliance boxes, still standing, and make it a group project.
- ◆ Spraying food coloring and water on **absorbent paper** (coffee

filters or paper towels) with a spray bottle or dropping it on with medicine droppers or folding the paper and dipping the corners for a tie-dye effect.

- ◆ Using **waxed paper** with grated, assorted crayon bits and fresh or paper leaves or shapes; ironing all the materials together for a translucent look that is beautiful in windows. Use this idea to make a rainbow that will brighten up even the rainiest day. Make crayon shavings in all the rainbow colors. Help children spread the colors in arcs (red, orange, yellow, green, blue, violet). After ironing, cut out the rainbow and hang in a window.

- ◆ **Sandpaper** makes pictures that are quite different. You can use crayons on it, or dip the sandpaper in water and draw on it with chalk. (Only specially made "wet-and-dry" sandpaper will withstand submersion.) Cinnamon sticks can also be used to draw on sandpaper. Talk about textures and smells while drawing.

- ◆ Use old **greeting cards** to make a collage, cutting out pictures and gluing them onto large sheets of heavy paper. Design large, new

cards using parts from old ones. Or, glue one card to oak tag or cardboard, laminate, and cut apart for a puzzle.

- ◆ Old **magazines** can be cut and pasted in collages, or used as is to increase language development. Look for pictures that show emotions to create a book on feelings.

- ◆ Make a silly face, using features cut from different pictures.

- ◆ Mount interesting pictures on **construction paper**, laminate, and use as a jumping off place for original stories.

- ◆ Cut colored glossy pages into strips and construct long paper chains in rainbow colors.

- ◆ **Contact paper** can be cut into shapes – geometric or free form—and pressed on construction paper to make pictures. It can also be used, sticky side out, as a base for a collage. You can cover one side of your refrigerator with the contact paper in this manner, and make it an autumn collage by sticking on all the booty from a fall walk – acorns, leaves, seeds, small pine cones. The collage loses its sticking ability after repeated pulling off and putting back on.





COLORS AND TOOLS

COLORS TO USE:

- ◆ Markers
- ◆ Crayons
- ◆ Tempera paints
- ◆ Food coloring
- ◆ Chalk
- ◆ Vegetable and fruit juices
- ◆ Pastels
- ◆ Watercolors and tempera paint blocks
- ◆ Cinnamon sticks
- ◆ Tissue paper brushed with water
- ◆ Ink
- ◆ Shoe polish
- ◆ Coffee grounds or tea leaves from old bags
- ◆ Corn syrup and coloring (Let it dry a LONG time.)
- ◆ Fingerpaints, adding salt or sawdust
- ◆ Watercolors sprinkled with salt or sand, while wet
- ◆ Food coloring and shaving cream (on glossy paper)
- ◆ Ice cubes frozen with food coloring
- ◆ Glue mixed with food coloring and water
- ◆ Soap beaten into a small amount of water

FUN AND EASY PROJECTS:

- ▲ Drop **paints** that are the thickness of whipped cream by spoonfuls on cardboard and hold outside in the wind for special wind paintings.
- ▲ Put strips of masking tape across paper, **watercolor** over it, remove tape, and admire the design.
- ▲ Use **liquid soap mixed with water** and food coloring to make neat bubble paintings. Put the mixture in shallow dishes and use

straws to blow bubbles, then gently lay a sheet of paper over it. The bubbles will make a delicate print.

▲ Squeeze **glue** into a pattern on paper, let it dry, and then paint over it with tempera or watercolors.

▲ Mix **glue and food coloring** and paint designs on oak tag or cardboard covered with foil.

▲ Use a black **watercolor marker** to make a design on absorbent paper. Brush with water and watch the colors spread. Tell children that this happens because black is a mixture of all colors.

▲ Mix **cornstarch with food coloring** and water and use the mixture to fingerpaint big pictures.

▲ Fill in yarn outlines on cardboard with **tiny scraps of paper** or with **yarn pieces** such as those packaged for latch hooking.

TOOLS TO USE:

- ◆ Plastic spoons (good to push paint around)
- ◆ Queen Anne's Lace (then staple to painted picture)
- ◆ Brushes
- ◆ Feathers
- ◆ Evergreen branches
- ◆ Corrugated cardboard, rolled into tight rolls and banded
- ◆ Feet
- ◆ Marbles
- ◆ String
- ◆ Roll-Top deodorant bottles filled with paint
- ◆ Wheels
- ◆ Cookie cutters
- ◆ Cotton swabs
- ◆ Sponges
- ◆ Corncobs
- ◆ Berry baskets (as stamps)

CREATIVE PROJECTS:

▲ **Fingerprints** can become animals, insects, or anything you wish. Make the prints, using an inkpad or tempera paint on a sponge and add lines to define what you see in it. A dictated story adds to the uniqueness of each picture. Try thumb mice with "thumbrellas!"

▲ **Little wheeled toys** such as cars and trucks are fun to run through paint and then across paper. Put aside one carton of wheeled machines just for this activity. Later, compare tracks.

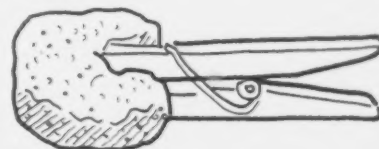
▲ Trace around **hands** and make them into turkeys. They can also be trees, strange animals, or funny people. **Foot** outlines can be ghosts or butterflies.

▲ **Cotton swabs** can be used (with smocks and supervision) with diluted bleach to make designs on dark paper.

▲ **Crumpled-Up newspaper** can be used as a brush. Use it for easel or large table paintings.

▲ Use **cookie cutters** that have handles, and old kitchen utensils (Make sure they are not sharp.) as stamps. Make designs on paper with slightly thinned paints.

▲ Hold small pieces of **sponge with clip clothespins** to make soft-looking pictures. Emphasize that it is done with an up and down motion. Scrubbing the paint across the paper gives an entirely different look.



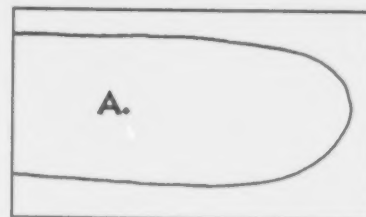
PAPER ART FOR THANKSGIVING

Woven Corn Snack Place Mats

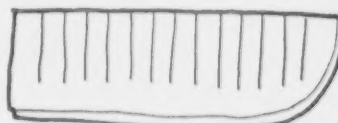
You'll Need: construction paper in brown, tan or green, yellow ♦ scissors ♦ glue ♦ pencil

What to Do:

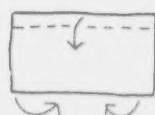
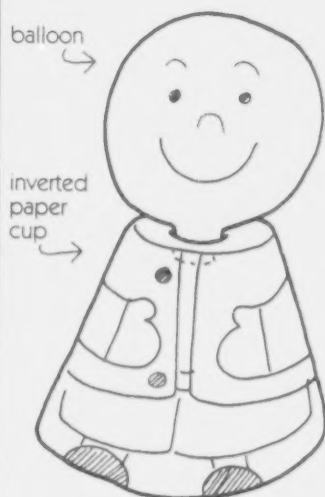
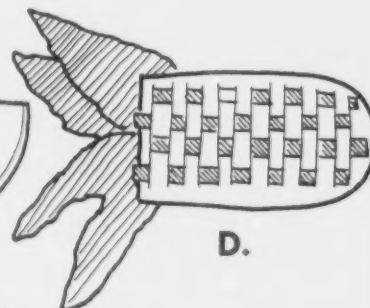
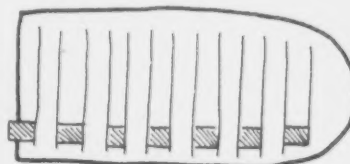
1. On the yellow paper, cut out a large, chunky-shaped piece of paper that resembles a piece of corn (A).
2. Fold it in half lengthwise.
3. Make cuts with the scissors down from the fold to within 1/2 inch of the edges so that each cut is parallel and about 1/2 inch apart (B).
4. Open the folded brown paper.
5. Cut strips of brown paper approximately 1/2 inch wide by 11 inch long.
6. Show children how to weave the strips into the yellow form (C).
7. Trim overlaps and add a spot of glue to hold the strips in.
8. Cut out husks from tan or green paper and glue to one end (D).



B.



C.



woman's hat



man's hat



collar



Paper Cup Pilgrims

You'll Need: heavy plain paper cups ♦ pastel-colored balloons ♦ black marker ♦ scraps of white and black construction paper ♦ pencil

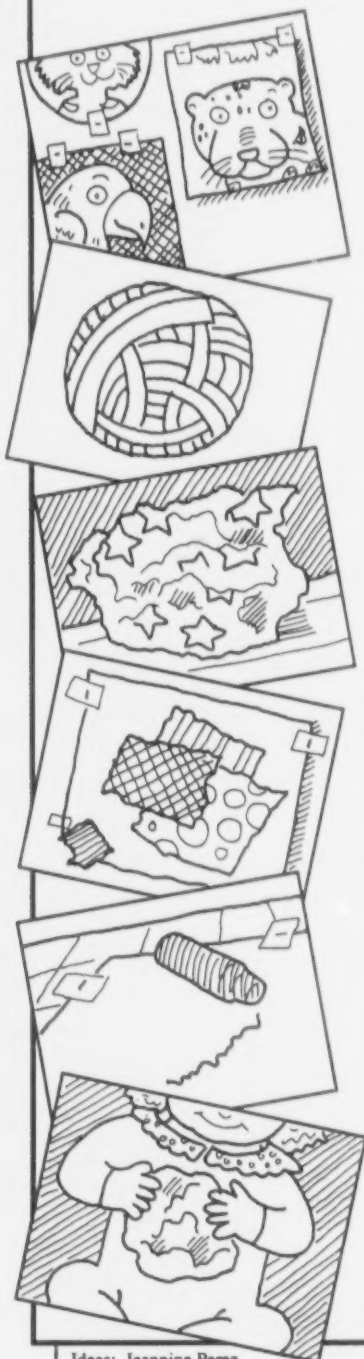
What to Do:

1. Invert cup and poke a small hole in the center of the bottom with the pencil.
2. Blow up the balloon so that it is inflated enough to be the correct size for a head on the cup body. Knot the neck of the balloon and insert through the hole from the top of the inverted cup.
3. With the marker, draw a face on the balloon and clothes on the cup.
4. Use the paper scraps to make a collar and hats for the figures.

Taken from *First Teacher Magazine* (Ideas by Kathy Faggella)

INFANT CARE: Babies Love Paper Too!

Even your youngest children can have fun and learn with paper and paper products.



PICTURES ALL AROUND (birth to six months)

Collect various pictures from old magazines that will interest the baby. Pictures with different patterns of circles, checks, animals, faces, and people all work well. Paste the pictures to cardboard and cover with clear contact paper. Hang pictures on the wall, tape to the floor, or hang over the baby's head in a mobile. Make sure the baby can see the picture and not just the edges. Touch each picture and if the baby looks, explain what you see.

STICKY BALL (six months to one year)

Make a small ball out of masking tape (sticky side out). Stick the ball to the baby's hand or clothes and let her pull it off or move it around. Make sure not to let her put the ball in her mouth. The glue is not harmful, but small pieces of tape can cause choking.

PAPER CRUMPLING (six months to one year)

Take a piece of newspaper or gift-wrap and crumple it in front of the baby. Let him listen to the sound the paper makes. Give the baby paper to crumple on his own. Toss the paper on the floor and let him listen to it hit the ground. See if he looks to see where it is.

PAPER TEARING (six months to one year)

Provide the baby with paper in different colors and textures. Show him how to rip the paper. Talk to him as he imitates you about how the paper feels and looks. To create a piece of art, let the child drop the torn pieces on a large piece of paper already coated with glue. Hang the artwork where the baby can see it.

SCRIBBLING (nine months to one year)

Tape a piece of newsprint to the floor. Put the baby on the paper and give her a large, chunky crayon with the paper removed. Draw some lines on the paper and let the baby watch you. See if she will do it herself. If not, take her hand and scribble together. If the baby puts the crayon in her mouth, say, "No, crayons are for drawing." If she continues to eat the crayon, take it away and give her a toy.

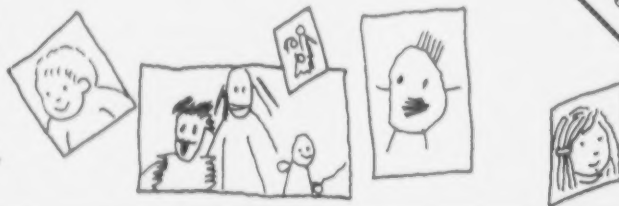
PAPER CRUMPLING (nine months to one year)

Give the baby a piece of paper. Hold another piece and show her how to crumple the paper. Help the baby to crumple her own piece. Make a game out of this. If the baby enjoys it, use different colored or textured paper at another time.

Ideas: Jeannine Perez

Art: Debby Dixler

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For People Who Care for Young Children

FAMILY LEARNING

This week we celebrate a unique American holiday-- Thanksgiving. It is truly a celebration of family and friends as much as it is a feast of the harvest. Take this week to celebrate family and friends in your program as well with activities that invite children to learn more about the important people in their lives. These activities can help children learn in all areas.

LANGUAGE ARTS

- ◆ Use a tape recorder to collect oral histories of families. Make a tape of each child answering questions about her family that you have developed beforehand. Encourage children to collect family history by "interviewing" parents using the tape recorder. Once a tape is made, encourage the family to listen to the tape at home or in the car.

- ◆ Don't forget to set out the good, old-fashioned dollhouse. When equipped with props (which represent different ages, genders, and races), children can use language as they explore family relationships and household living.

- ◆ Let children create and send postcards (or holiday cards) made from posterboard. After illustrating one side, children can "write" (at their ability level) to friends and family. Use telephone

books and zip code books to find correct addresses. This shows how literacy is relevant to everyday life.

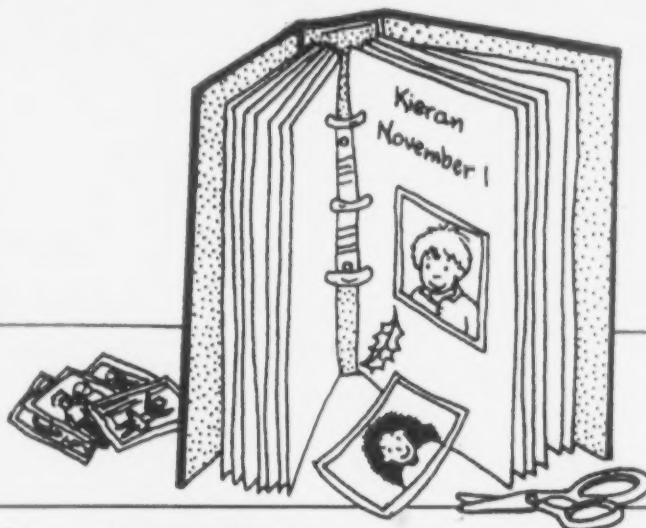
- ◆ Let each child create a "My Family and Friends" picture book. Ask each family to send in a photo album and a selection of family and friend photos. (Photo albums with magnetic pages are the easiest, but don't place priceless, or irreplaceable, family photos in them. Magnet albums damage photos over time.) Encourage children to place photos on each page. On index cards, record information children tell you about each photo. (Ask questions to encourage children's comments.) Children can also write about the photos themselves. And of course, children's drawings can illustrate the book right along with the actual photographs.

Let children take their picture book home for Thanksgiving and then bring it back to place in your book reading area for friends to enjoy.

MATH

- ◆ Ask children to conduct surveys to help create a graph of information about the group's family characteristics. For instance, find out how many children are in each family. You can help children record the proper number on a bar graph designed just for this purpose. Other questions might include:

- ▲ Do grandparents live with you? In your town?
- ▲ What ages are your brothers and sisters?
- ▲ Does your family have a pet?
- ▲ Does your family live in a house or an apartment?



FAMILY ART AND LANGUAGE

MEET MY FAMILY PUPPETS

When children understand that their families are special and unique, they carry over their positive feelings into their attitude towards everything they do.

You'll Need: Copies of puppet pattern on the following page ♦ paper lunch bags ♦ scissors ♦ yarn, hay, or cotton ♦ 2-inch photos of family members' faces ♦ glue ♦ crayons or markers ♦ collage materials

What to Do:

1. Give each child a copy of the puppet pattern, a paper bag, and scissors. Help children cut out the patterns.
2. Show children how to glue the patterns to their paper bags.
3. Invite children to glue a face photo of one of their family members onto the face area of the pattern.
4. Let children add details (yarn, hay, or cotton balls for hair; collage scraps for clothing) to their puppets.
5. Invite each child to introduce his family member to the group in a simple puppet show. Have children say the puppet's (family member's) name and tell about something he/she likes to do or say.

WHAT IS A FAMILY?

Read this poem about families at circletime.

What is a family?

Who is a family?

One and another makes two is a family!

Baby and father and mother: a family!

Parent and sister and brother: a family!

All kinds of people can make up a family.

All kinds of mixtures can make up a family.

*What is a family? **

Who is a family?

The children that lived in a shoe is a family!

A pair like kanga and roo is a family!

A calf and a cow that go "moo" is a family!

All kinds of creatures can make up a family.

All kinds of numbers can make up a family.

What is a family?

Who is a family?

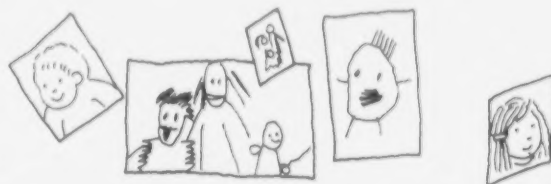
Either a lot or a few is a family;

But whether there's ten or there's two in your family,

All of your family plus you is a family!

MY FAMILY COLLAGE:

Have children draw members of their families on a large, heavy piece of paper. Provide magazines and ask children to cut and paste pictures that remind them of each family member's hobbies, favorite foods, etc.

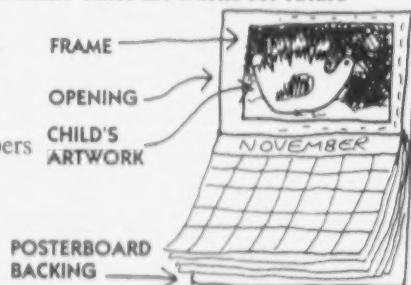


MY FAMILY CALENDAR

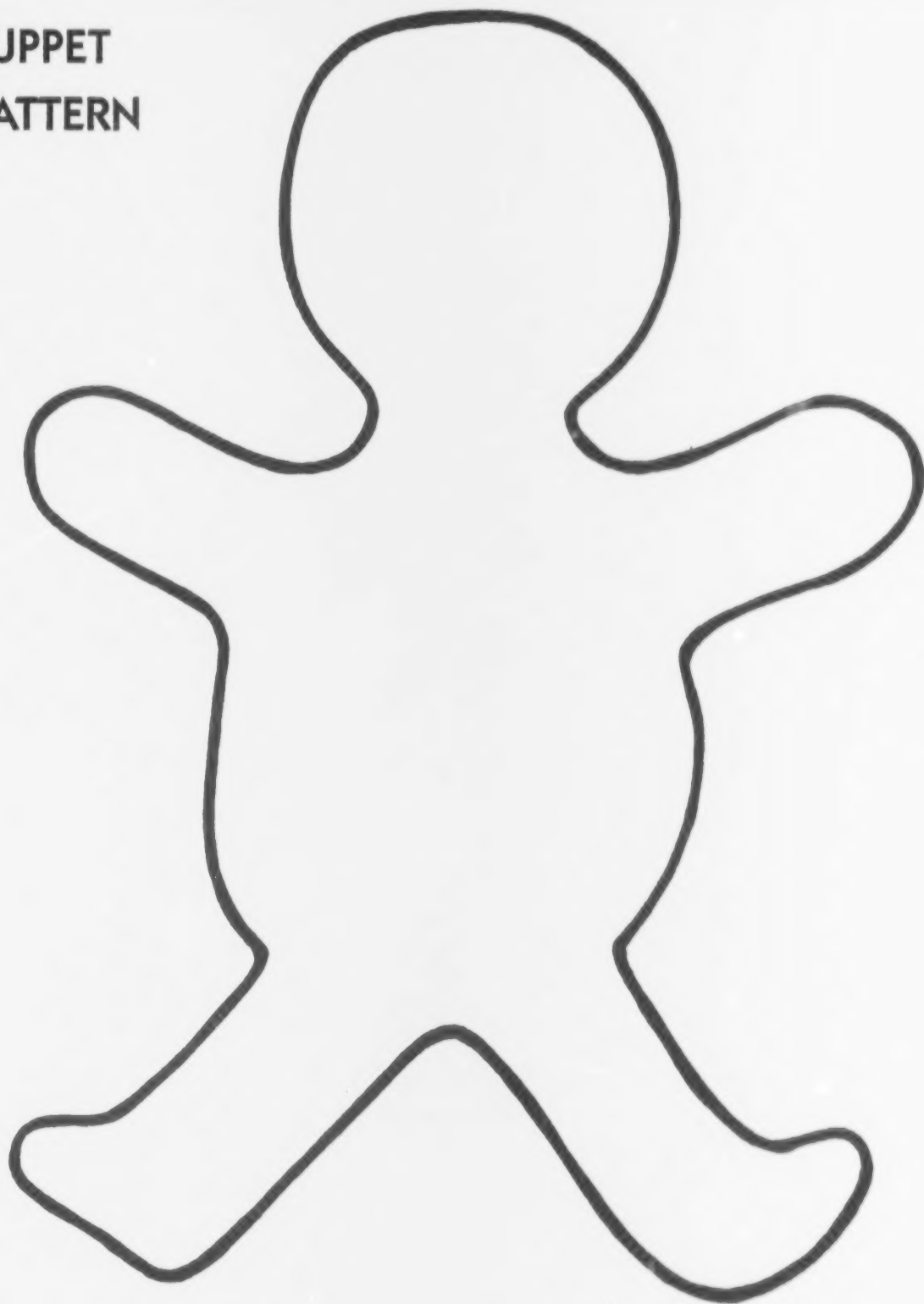
You'll Need (for each calendar): twelve 8 1/2 by 11-inch calendar pages (one for each month of the year) ♦ stapler ♦ 11 by 18 inch piece of posterboard or cardboard ♦ 8 1/2 by 11 inch piece of cardboard ♦ glue ♦ craft knife

What to Do:

1. Make up a packet of twelve 8 1/2 inch by 11 inch calendar pages for each child. Staple the 12 pages (months) together at the top, so the page can be torn off when each month ends.
2. Send the packet home for the Thanksgiving holiday, inviting family members to help their child mark dates that are important to their family. Make sure children bring back their calendars after the holiday.
3. Give each child an 11 by 18 inch piece of posterboard. Help her glue the calendar pages on the bottom half.
4. With the craft knife, cut an 8 1/2 inch by 11 inch open cardboard frame.
5. Help children glue or staple this to the top half of the posterboard. Leave one side of the frame open so children can slide artwork in and out.
6. Ask each child to decorate the frame and create a picture to slide into the frame for the first month. Have children make other art works for future months.
7. The calendar is now ready to present to family members over the December holidays or any time.



PUPPET PATTERN



Taken from *Families* by Sherry Burrell (First Teacher Press)

BOOK CORNER:

IN THE

- ▮ *All Kinds of Families* by Caroline Rubin and Norma Simon (Albert Whitman)
- ▮ *Celebrating Families* by Rosemarie Hausherr (Scholastic)
- ▮ *Family Pictures* by Carmen Lomar Garza (Children's Book Press)
- ▮ *How My Family Lives in America* by Susan Kuklin (Simon and Schuster)
- ▮ *One Hundred Is a Family* by Pam Ryan (Hyperion)
- ▮ *The Relatives Came* by Cynthia Rylant (Simon and Schuster)

THE FAMILY BULLETIN BOARD

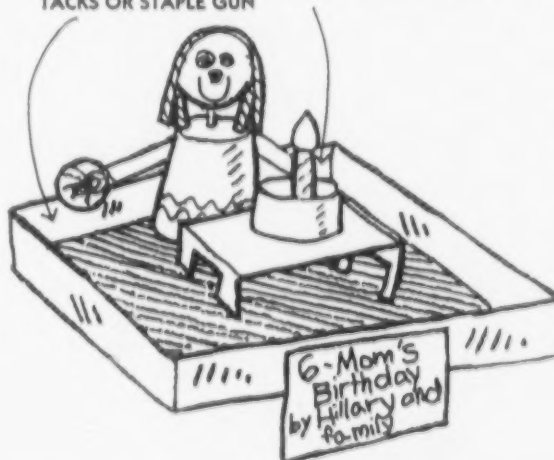
Create a spectacular bulletin board for the month of November or December that will be unlike any you've done before and can involve every child and family in your program? This can be done at any time, but November and December are family gathering months so it seems even more appropriate.

Each child with his family decorates (in a 3-D lightweight manner) a half box lid or bottom (provided by you for uniformity) for a specific day in the month as shown below. It works best to let the families sign up for the day they wish to contribute. Any special birthdays or celebrations for the children involved can be acknowledged. For December, why not have each family choose a holiday or celebration they can illustrate? You and the children can add the holidays of many cultures and learn about them at the same time.

Plan the size of the box halves and numbers so that each will fit on the bulletin board being used. You can use Teacher Book Club boxes alternating days with half bottoms and half tops so that they fit on an 8 x 3 foot board with six-inch side borders. The boxes are open at the top and secured to the bulletin board with a staple gun or thumbtacks. The bulletin board becomes the calendar for the month. Let children work on the letters in the month's title and the days of the week. November can be creatively spelled out with fall materials such as corn kernels, dried leaves, and so on. Each box should have a small card attached when it is completed with the number of the date and the special day illustrated by whom. For example, Tuesday, December 26 would have a card attached that might read: 26--Boxing Day (a British holiday) and Rachael's birthday by John Smith and family.

The days that remain after all have been chosen can be illustrated by the whole group, by you, or special friends of your program. Encourage the use of lightweight materials and creativity! This is a great project to do over the Thanksgiving weekend. Make sure your bulletin board is in a central place where everyone will see it daily to learn what special day it was and to admire the creativity of each person involved. The compliments will boost your children's self-esteem!

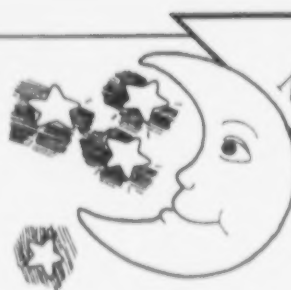
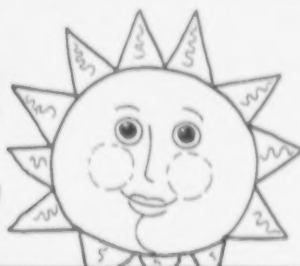
SECURE BOX TO BULLETIN BOARD WITH THUMB TACKS OR STAPLE GUN



Ideas: Karen Stephens, Barbara Fischer, Gail P. Jones

Art: Catherine Minor, Debby Dixler, Nina Woldin

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For People Who Care for Young Children

EXPLORING DAY & NIGHT

Young children learn through experience. They experience night and day 365 times a year! And this is the time of the year when children may be with you literally day and night. Take advantage of this special time when children are awake and active in both the light and the darkness to help them explore these important concepts.

ART, DAY & NIGHT

▲ Give children old magazines and help them find pictures of daytime and nighttime activities. Have them separate the pictures and paste them onto the outside of two file folders, one for day and one for night. As children find more day and night pictures during their explorations, they can add these to the appropriate folder.

▲ Help children make nighttime landscapes by drawing trees and houses with white crayons, white tempera paint, or white chalk on dark blue or black paper.

▲ Invite children to draw bright daytime pictures with crayons on white paper. When the pictures are done, turn some into night scenes by brushing them with thinned down blue or black tempera paint. To make the garden pictures look like dusk scenes, use dark watercolor washes over the crayon designs.

▲ Help children create "sunshine art." Give each child a heavy-duty

sheet of white paper. Then ask them to cut out shapes such as flowers, houses, and butterflies. Staple each shape to the center of a piece of dark-colored construction paper. Tape the pictures to the inside of a sunny window with the cutout facing the window. After a few weeks, take down the pictures and remove the shapes. Discuss with children the difference between the color of the sun-faded paper and that of the section blocked from the sunlight.

MUSIC, DAY & NIGHT

Ask children to help you sing familiar lullabies, such as "Hush, Little Baby," "Lullaby and Goodnight," and "Rock-a-Bye-Baby." Have children cradle one foot. Call it their "foot baby." Have them pat it, sing to it, and hum it to sleep. Have them lay their "foot babies" down very carefully and then rock the other foot to sleep. Remind children to talk softly so that their "foot babies" will not awaken.

SING A SONG

Teach children this song:

THE SUN SONG

(Tune: "I'm a Little Teapot")

*When the sun comes up,
We start our day.
Dress and eat our breakfast,
Go outside to play.
When the day is over,
Sun goes down.
Moon and stars
Light up the town.*



DAY & NIGHT GAMES

◆ Play "Shadow Tag" with children outside when it is sunny. Have children play tag as usual, except that someone becomes "It" when the current "It" steps on her shadow.



◆ On a sunny day, let three or four children stand together in funny positions to create a weird shadow with several arms and legs on the sidewalk outside. Have other children count the arm and leg shadows.



◆ Read a bedtime story such as *The Moon Jumpers* by Janice May Udry (Harper & Row). Let children pantomime their own bedtime routines. Ask them to include any tactics they can think of to delay their "bedtime." When children are finally ready for "sleep," play soft music and darken the room. After a brief rest, turn on the lights and pull up the shades. Everybody should be energized and ready for more daytime fun!

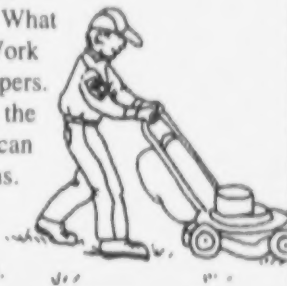


◆ Play a circle game. Have one child hold a large yellow cardboard disk. Let him pretend to be the sun. Have the other children stand in a circle with their backs to the middle of the circle. They are on the round earth. Have the sun walk slowly around the circle. When the children in the circle do not see the sun, they should act out nighttime activities or pretend to sleep. When they can see the sun, they should act out daytime activities.

◆ Paint the inside of one shallow box white and another black. Cut out small pictures of "things you might see"—some you might see during the day and others at night. Paste each one on cardboard. Children can sort the pictures into the appropriate boxes. Pictures for night could include a child sleeping; city lights; reading by a lamp; and the moon. Try a child skipping rope; building a snowperson; eating a meal; clouds, sun, and a rainbow for day.



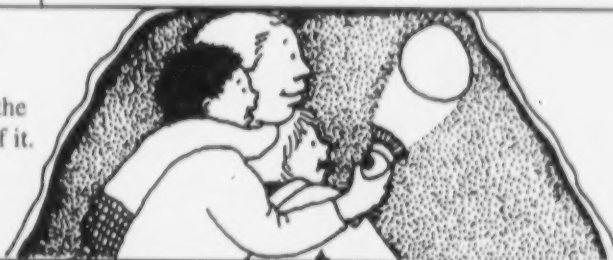
◆ Ask children what different family members do at night. What do they do during the day. Work the game into community helpers. Who works at night? During the day? You and your children can take turns asking the questions. With older children, it can become a guessing game, using pantomime or charades.



◆ Cover a pair of adult sunglasses with pretty adhesive-backed paper. (This works better than a blindfold.) Let children wear the glasses and sort, by feeling only, various objects that are hard or soft; rough or smooth; circles or squares.



◆ Cover two tables with sheets to form a tent. Sit in the "dark" with a small group. Shine a flashlight to represent the moon. Move a cardboard circle across the "moon" to show how we sometimes see only a part of it. You may want to provide pocket flashlights, so that children can be stars. Sing "Twinkle, Twinkle, Little Star" and recite "Star Light, Star Bright."



AWAKE/ ASLEEP SPOON

You'll Need: wooden spoon ♦ needle ♦ fabric ♦ markers ♦ scissors ♦ yarn ♦ glue ♦ heavy thread

What to Do:

1. Draw an awake face on one side of the bowl of the spoon.
2. Draw an asleep face on the other side.
3. Make hair with loops of yarn and glue well to the top of spoon and along edge of spoon.
4. Cut a circle from a piece of fabric. Make a small hole in center. Sew a line of heavy thread or yarn around center and pull to gather it.
5. Insert spoon handle into fabric circle. Secure with glue and pull yarn or thread into a tight bow.



This puppet can be used as a puppet or a doll for dramatic play. It can go to sleep in a cradle or talk to the children at circle time, depending on which side is facing out.

Taken from *First Teacher Magazine*, Idea by Kathy Faggella

BOOK CORNER:

IN THE

- 📖 *Goodnight Andrew, Goodnight Craig* by Marjorie Sharmat (HarperCollins)
- 📖 *Goodnight Moon* by Margaret Wise Brown (HarperCollins)
- 📖 *What Makes Day and Night?* by Franklin Branley (HarperCollins Publishers)
- 📖 *Grandfather Twilight* by Barbara Helen Berger (Putnam)
- 📖 *Dawn* by Uri Schulevitz (Farrar, Straus & Giroux)
- 📖 *Sunshine, Moonshine* by Jennifer Armstrong (Random House)

INFANT CARE: Sleepy Babies



If there is too much going on around them, children, especially very young ones, may have a hard time sleeping. Follow these suggestions to create an atmosphere that encourages babies to fall asleep.

◆ **Create a quiet and safe place where babies can sleep.**

If babies sleep in a separate room, make sure it is quiet and has good air flow. If children sleep in your main room where there is background noise, try playing some soft music. Arrange a special sleeping area with the cribs or mats for older toddlers, rather than putting them at the sides of the room. This will save space for other activities. Place cribs or mats about three feet apart from each other and encourage children to lay head to foot, which will discourage the spread of germs. Be sure to check your local and state policies for further requirements.

◆ **Make sure each child sleeps in the same place everyday.**

Babies will feel more secure if they are put in the same crib each day. Even toddlers and twos will feel more comfortable when their napping place stays the same.

◆ **Always have clean sheets and blankets in the cribs or on mats.**

Decide with the parents at the beginning of the year who will provide and launder the sheets and blankets for children.

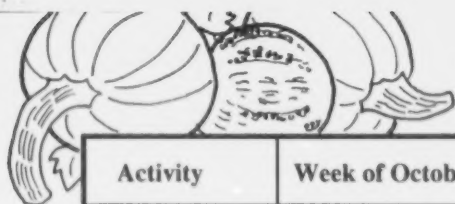
◆ **Have at least one "comfort item" such as a blanket or stuffed animal in each child's sleeping space.**

All children, not only babies, feel more secure clinging to a reminder of home and therefore fall asleep more easily. During certain stages, especially around 18 months when little ones have an especially hard time going to sleep, you might want to play a tape recording of the parent singing a lullaby or reading a story for the child at naptime.

Ideas: Jeannine Perez, Jean Stangl

Art: Debby Dixler, Catherine Minor

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PLANS FOR NOVEMBER



Activity	Week of October 30	Week of November 6	Week of November 13	Week of November 20	Week of November 27
Circle Time					
Free Choice Specials					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					



Everyday TLC PARENTS & KIDS TEACHING LEARNING CARING TOGETHER

See Parents & Kids Together
in Spanish at www.everydaytlc.com

BOOKS TO READ

MORE ABOUT FALL

- 📖 *Fall Is Not Easy* by Marty Kelley (Zino Press)
- 📖 *Poppelton in Fall* by Cynthia Rylant (Scholastic)
- 📖 *One Fall Day* by Molly Garrett Bang (Greenwood)
- 📖 *Apples and Pumpkin* by Anne Rockwell (Simon and Schuster)

FAMILIES

- 📖 *All Kinds of Families* by Caroline Rubin and Norma Simon (Albert Whitman)
- 📖 *Celebrating Families* by Rosemarie Hausherr (Scholastic)
- 📖 *Family Pictures* by Carmen Lomar Garza (Children's Book Press)
- 📖 *One Hundred Is a Family* by Pam Ryan (Hyperion)
- 📖 *The Relatives Came* by Cynthia Rylant (Simon and Schuster)

DAY AND NIGHT

- 📖 *What Makes Day and Night?* by Franklin Branley (HarperCollins)
- 📖 *Grandfather Twilight* by Barbara Helen Berger (Putnam)
- 📖 *Dawn* by Uri Schulevitz (Farrar, Straus & Giroux)
- 📖 *Sunshine, Moonshine* by Jennifer Armstrong (Random House)

TAKE A WALK WITH YOUR CHILD

Before the winter sets in, take some learning walks with your child. Even if you do not live in a place where the fall brings dramatic changes to nature, you can adapt the themes of these walks to fit your natural surroundings.

There is nothing like a walk in the crisp, fall air to reawaken your senses to the sights, smells, sounds, and feel of the season. It's an excellent time to think about how the seasons are changing by looking for signs of winter in many areas of the country.

▲ **Fall Color Match** Invite your child to go for a walk and look for things that are the same as the color of fall leaves. Give her one leaf at a time and challenge her to try to find another object outside with the same color as the leaf. (For older children, after they find several objects of one color, give them a new leaf in a different color and repeat the activity.) Back home, let your child find objects that are the same colors as fall leaves.

▲ **Fall Smelling Walk** Invite your child to take a "smelling walk" with you. Use your noses to notice the things around you. Walk together through a garden, near a bakery or a kitchen, and among trees and shrubs. Talk about smells that are special in fall--leaves burning, baskets of apples, cut hay. Back home, encourage your child to make pictures of things she smelled on your walk.

Take another "smelling walk" in the evening or early morning and

compare it to the one you just took.

▲ **Fall Sorting Walk** Invite your child to go on a fall walk to collect small items to use in a special way when you return home. Suggest that she try to find as many different fall items as she can and place them in a paper or plastic bag. Look for acorns, seeds, seedheads, colored leaves, dried flowers, chrysanthemums, dried grasses and cornstalks. If you find acorns, look for squirrels gathering them for winter. If you find a leaf, look for the tree it came from. When you return home, ask your child to sort the items into groups any way she wishes. If your child has a hard time grouping the objects, suggest that she find all the leaves. Then ask if the leaves are all the same or different. Help her make new groups. Then ask your child to find the seeds (acorns), and so on.

▲ **Fall Listening Walk:** What does fall sound like? Invite your child to join you in some fun trying to hear the sounds of fall outside. Once outside, ask her to close her eyes and listen to the leaves blowing on the trees.

Ask your child if she can hear birds or geese. Listen to your own feet as you move through the leaves! Move to different locations to discover more sounds. Try this walk later in the year to see if the sounds change with the season.

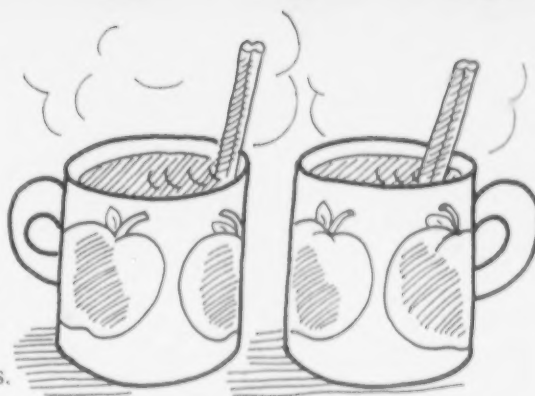
FUN ACTIVITIES FOR THANKSGIVING

Yummy Smelling Cider

You'll Need: 1/2 gallon cider ▲ 4-5 cinnamon sticks or 1/2 tsp. ground cinnamon ▲ 1 large orange (or a few small tangerines or clementines) ▲ small handful cloves ▲ cups ▲ sharp knife ▲ large pan or kettle

What to Do:

1. Place cider in a pan and begin to heat slowly on the stove.
2. Let your child stick cloves in the orange.
3. Cut the orange in thick slices. Try not to cut through cloves.
4. Place orange slices in heating cider.
5. Drop in the cinnamon sticks or add the ground cinnamon.
6. Let simmer about 5 minutes. Cool slightly and serve in mugs.

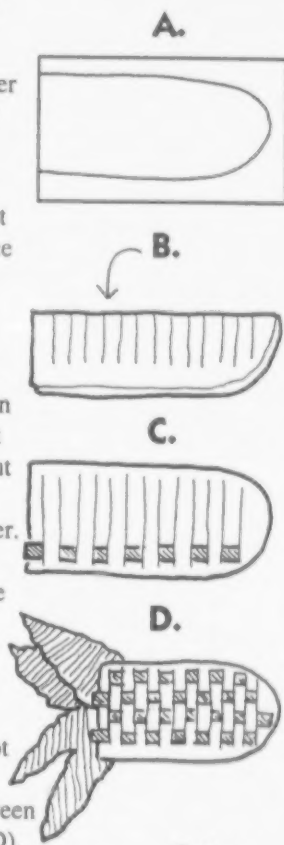


Woven Corn Snack Place Mats

You'll Need: construction paper in brown, tan or green, yellow ◆ scissors ◆ glue ◆ pencil

What to Do:

1. On the yellow paper, cut out a large, chunky-shaped piece of paper that resembles a piece of corn (A).
2. Fold it in half lengthwise.
3. Make cuts with the scissors down from the fold to within 1/2 inch of the edges so that each cut is parallel and about 1/2 inch apart (B).
4. Open the folded brown paper.
5. Cut strips of brown paper approximately 1/2 inch wide by 11 inches long.
6. Show your child how to weave the strips into the yellow form (C).
7. Trim overlaps and add a spot of glue to hold the strips in.
8. Cut out husks from tan or green paper and glue to one end (D).



Paper Cup Pilgrims

You'll Need: heavy plain paper cups ◆ pastel-colored balloons ◆ black marker ◆ scraps of white and black construction paper ◆ pencil

What to Do:

1. Invert cup and poke a small hole in the center of the bottom with the pencil.
2. Blow up the balloon so that it is inflated enough to be the correct size for a head on the cup body. Knot the neck of the balloon and insert through the hole in the bottom of the inverted cup.
3. Invite your child to draw a face on the balloon and clothes on the cup.
4. Let him use the paper scraps to make collars and hats for the figures.



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Families ~~\$6.95~~ \$3.48

▲ *Celebrate Everyday* \$5.48 ▲ *Bulletin Board Basics* \$4.98 ▲ *Families* \$3.48

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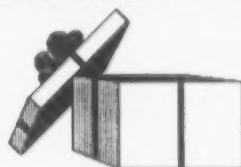
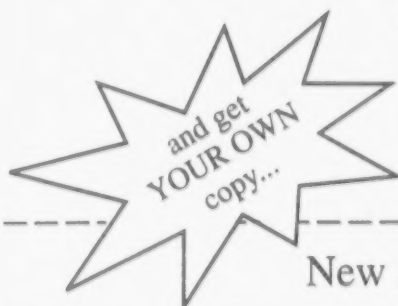
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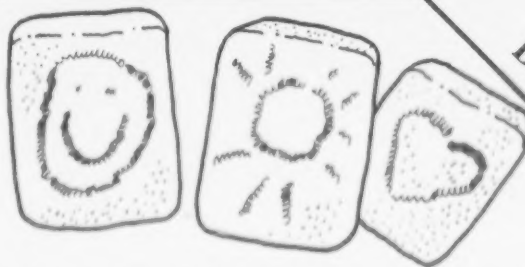
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For People Who Care for Young Children

HOLIDAY GREETINGS

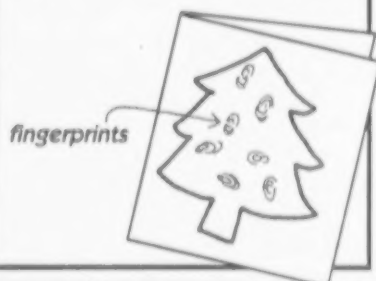
Caring for and remembering people at holiday time or any time is a nice habit for children to develop. Let children make greeting cards to show they care. Some might want to make cards to take home. Others might be content to make cards and send them to friends in your program through your own "post office."

TREE CARDS

Have children punch holes, with a hole puncher, all over a cut-out tree. Tape a piece of aluminum foil or colored cellophane to the back for a tree that looks like it has lights on.



Draw a tree shape on a card and let the child use his fingertips to stamp (using a stamp pad or paints) colorful "ball ornaments" all over it.



THE GREETING CARD CENTER

Children need access to many different kinds of papers and writing and drawing tools. Often, a local print shop has ends and pieces of paper that they will give you. Ask parents for old greeting cards for children to cut up. Old wallpaper books provide fancy paper for cards.

Set up a special table just for making greeting cards. You can demonstrate any of the techniques suggested in this newsletter to children or you can just let them explore the materials on their own. You may want to place posters around the table to show children some ideas.

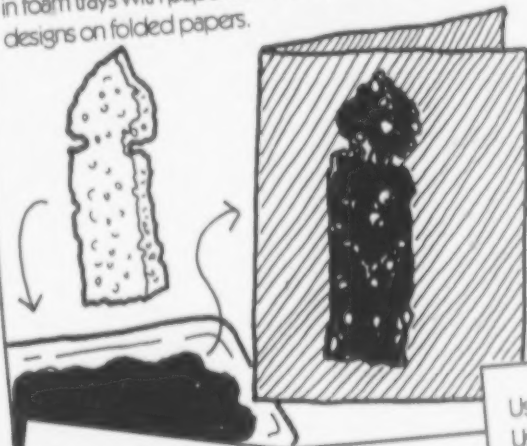
Have available:

- ◆ Papers (plain, wallpaper, old cards, construction)
- ◆ Envelopes, commercial or handmade
- ◆ Markers and crayons
- ◆ Printing materials (stamps and stamp pads, sponges and paints, potatoes and paints, foam trays and water soluble inks, gadgets)
- ◆ Spatter paints (designs, toothbrushes, screens)
- ◆ Glue
- ◆ Colored sand
- ◆ Colorful yarns
- ◆ Hole puncher
- ◆ Foil



SUGGESTIONS FOR CARDS

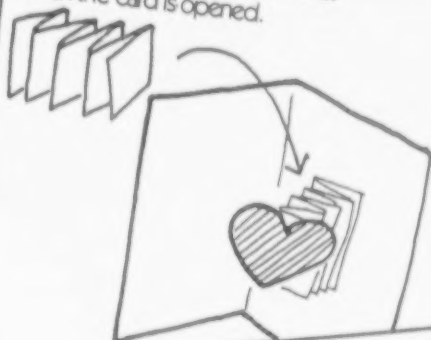
Cut sponges to look like holly leaves or candles. Have children dip sponges in thickened poster paint, spread in foam trays with paper towels as pads, and stamp designs on folded papers.



Have children etch designs into foam meat trays with the broken point of a pencil. Use a brayer (available in art stores) to spread printer's ink on the trays. Have children press paper onto each tray, smooth carefully with their hands, then peel print off. This technique allows children to make many cards with the same design. They can wash the tray and change colors, if they wish.



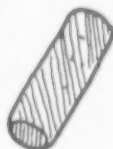
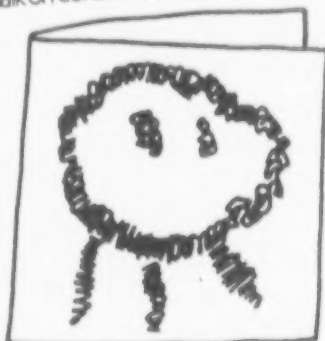
Show children how to accordion fold a long narrow strip of paper to make a "spring" and attach a cut-out to it. Place the spring and surprise inside the card for a treat when the card is opened.



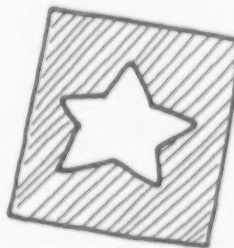
Use paints to make folded paint pictures. Use either red and green or blue and white and have children dabble paints on one side of a folded card. Refold the card, then open it to create a double image.



Have children make cards using wet, colored chalk on construction paper.

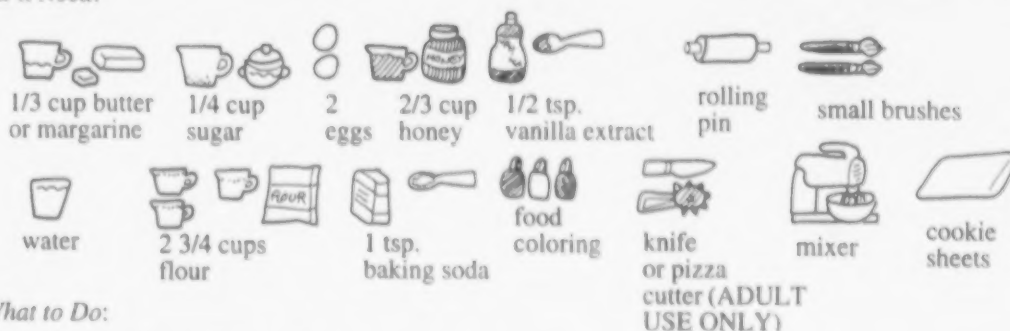


Draw and cut out several simple shapes for stencils. Demonstrate to children how stencils can be used. Children can crayon or paint inside the cut-out, background stencils. The template part of the stencil can be traced around with marker or crayon or can be used to spatter paint over. Stencils can be used as patterns or to trace designs onto fancy papers or fabrics.



GREETING CARD COOKIES

You'll Need:



What to Do:



1. Let children help beat butter and sugar together in a large bowl until fluffy.
2. Add 1 egg, honey, and vanilla. Beat well.
3. Help children combine flour and baking soda and add to butter/honey mixture. Beat well.
4. Cover bowl. Chill 1 hour.
5. Roll dough to 1/4 inch flat on floured surface.
6. Use a knife or pizza cutter to cut dough into rectangles approximately 5 x 7 inches. (Children can cut their own rectangles if they use plastic knives and cardboard patterns.)
- 7.★ Place cookies on greased cookie sheets and have children write and draw messages on unbaked cookie using EGG PAINT and thin brushes.
8. Bake at 350° F for 8-10 minutes.

★ EGG PAINT



Beat 1 egg yolk and 1/4 tsp. water together. Divide yolk mixture into 3 to 4 small dishes. Add 3 drops of food coloring to each bowl. Mix with brushes. Paint.



CACFP credit bread/
alternate for snack (check
for your state's guidelines)

Taken from
First Teacher Magazine
(Idea by Kathy Faggella)

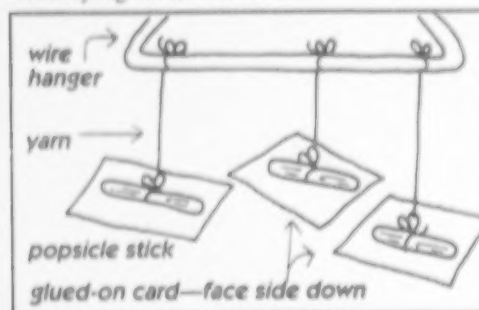
BOOK CORNER:

IN THE

- ① *Hanukkah Lights, Hanukkah Lights*
by Leslie Kimmelman
(HarperCollins)
- ① *The Power of Light*
by Issac Singer
(Farrar, Straus & Giroux)
- ① *A Kwanzaa Celebration Pop-up Book*
by Nancy Williams
(Simon and Schuster)
- ① *Imani's Gift at Kwanzaa*
by Denies Burden-Patmon
(Modern Curriculum Press)
- ① *Nine Days to Christmas* by Maria Ets (Puffin)
- ① *The Cobweb Christmas* by Shirley Llimo
(HarperCollins)

INFANT CARE: Greeting Card Mobiles

Use pictures of colorful objects on old greeting cards to make mobiles for babies. Tie lengths of yarn to popsicle sticks. Glue the greeting card pictures to the sticks. Then tie the sticks to wire clothes hangers so that the pictures are facing downward. Hang the mobile where the baby can enjoy the pictures while lying on his back.



AFTER-SCHOOLER IDEA: Holiday Poem Greetings

Older children may want to build their cards around holiday poems they have created. Poems with patterns are fun and easy to create. Try one of the following.

HANUKKAH HAIKU

A haiku has only
3 lines and 17 syllables:
Line 1: 5 syllables
Line 2: 7 syllables
Line 3: 5 syllables

Example:
*Hannukah is here!
Say a prayer,
Light a candle
On the menorah.*

CHRISTMAS CINQUAIN

A cinquain has 5 lines:
Line 1: a noun with two syllables
Line 2: 4 syllables that describe the noun
Line 3: an action with 6 syllables
Line 4: 8 syllables that express a feeling
Line 5: a noun with two syllables

*CHRISTMAS
Caring, sharing
Turn on the twinkling lights.
Seeing them makes me feel happy.
SANTA*

KWANZAA DIAMANTE POEM

This poem has 7 lines in the shape of a diamond.

Line 1: noun
Line 2: 2 adjectives describing noun
Line 3: 3 participles
Line 4: 4 related nouns
Line 5: 3 participles
Line 6: 2 adjectives
Line 7: noun that is opposite of line 1

*Holiday
fun, solemn
feasting, singing, playing
mkeka, kikombe, mazao, kinara
caring, sharing, celebrating
African-American
Everyday*

Ideas: Kathy Faggella

Art: Debby Dixler, Catherine Minor

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For People Who Care for Young Children

25 WAYS TO SHOW YOU CARE



The holiday season is a perfect time to help children show they care about their world and the people they love! By recycling, reusing, and reducing a variety of common "throwaways," children will have a wide variety of materials to use in making gifts that show they care. Help children brainstorm ideas for practical, useful gifts that will not only show they care about their environment by recycling, but also that they care about the people receiving them.



Always ask children for "one more idea" or "who else do you care about?" in brainstorming sessions to inspire thinking and creativity.



Role play with children how to handle a variety of situations so that they learn "caring words" to express themselves. Let them "adopt" a stuffed animal to practice daily caring behavior.



Remember the environment and wildlife by making bird feeders, watering trees and plants during dry spells, etc.



Ask parents to join in a WE CARE contest by sharing how they "reuse, recycle, and reduce" things in their homes. Post all ideas to help others learn to care about their environment.



Make a "mitten tree" or "boot box" for less fortunate children in your area.



Save comics from newspapers to wrap holiday gifts and use old yarn to tie them up.



Make up recipes for using "leftovers." Create holiday goodies with cereals, nuts, and dried fruits left over from snacktime to help children show they care about sharing and conserving.

CANS, CUPS, & CONTAINERS



Potato chip cans may be covered and labeled for storing small toys and hair ribbons, or converted into a small carrying case by attaching a handle.



By cutting the long side of one soda can carton or shirt box and fitting it into another, you can make a treasured "suit-case" for a friend. After the two pieces are covered with paper and decorated, make two holes in the back and tie a cord through them. Make a handle on the opposite side which can slide through a slit on the lid edge.



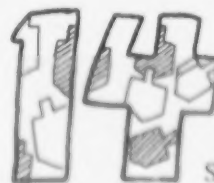
Decorate and label empty, plastic margarine cups for storing pre-measured portions of rice, pasta, or beans to help a hurried parent prepare dinner; small toys or sewing notions. These can also be used to store nuts and bolts!



Assorted plastic containers could be turned into large measuring cups from one-half cup size to a quart.



Very large plastic containers could become canisters for pretzels, chips, and crackers to keep foods fresh and crispy.



Scoops can be made from well-washed, liquid laundry soap bottle tops.



An empty tissue box might be recycled into a coupon storage box for your favorite shopper! Be sure to slip in "caring notes" such as: "I love your spaghetti"! Children can make personal coupons rather than the store variety. Children can show they care all year long by giving "helping" coupons!



16

Cut large wrapping paper or mailing tubes in 12-inch to 18-inch lengths. Make a pyramid with them by gluing the sides and bottoms to each other for storing small newspapers, place mats, magazines, etc.



18

Old storybook pictures can be made into magnetic stories for friends. Let children mount the pictures on construction paper, print words on the back of each, and attach two small pieces of magnetic tape. (Laminating or contact paper will preserve these longer.) Use on a cookie sheet or the refrigerator.

OLD STORYBOOKS



CALENDARS

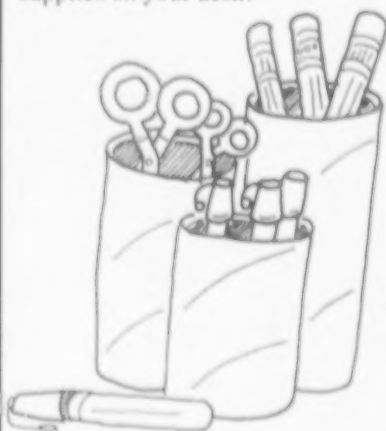


20

The same calendar can be cut up to number pages in booklets or to sequence pictures.

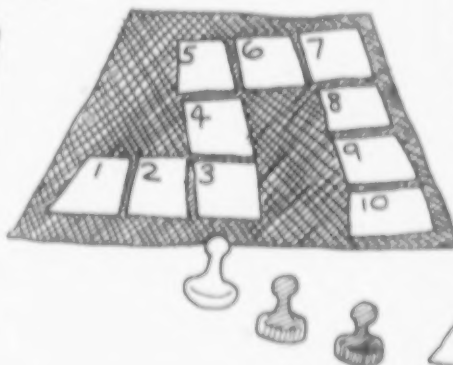
17

Small lengths of cardboard tubes and cylinders standing upright can be used to hold utensils in the kitchen or supplies on your desk!



19

Beautiful calendar pictures can be inspirational for a "caring" poem or caption. And, you can encourage lots of creativity in your children by having them make games using the calendar numerals for moving spaces on a game board.



21

Out-of-date calendars can be used to make games for children. Cover a page with clear contact paper and let children throw pebbles or large buttons on the squares. Have them name the numbers they land on. Or give children old calendar pages and crayons or markers and let them create original, geometric designs by filling in the squares.



BOOK CORNER:

IN THE

- 📖 *Recycle!: Handbook for Kids* by Gail Gibbons (Little, Brown)
- 📖 *Creating by Recycling* by Anna Llimos (Blackbirch Press)
- 📖 *The Empty Lot* by Dale Fife (Sierra Club Books for Children)
- 📖 *Farewell to Shady Glade* by Bill Peet (Houghton Mifflin)



OLD CLOTHES



Everyone knows that the washing machine eats socks! With a little imagination, all those leftover single socks can be turned into adorable dusting mitts or golf club covers! A Velcro strip of decorations on the cuff makes laundering easy.



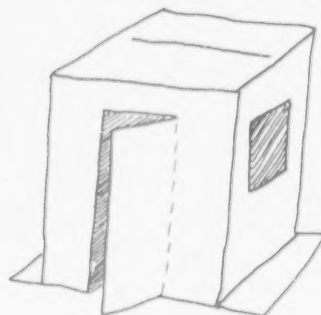
Recycle outgrown clothes from parents and children for your dramatic and housekeeping areas. Help children turn them into "international costumes."



Small toys, beads, or tiddly-winks can be stored in decorated socks attached to a sticky Velcro strip for tidying up the play area!



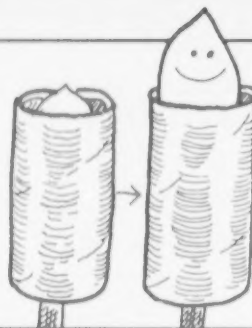
Why not give the whole group a gift by turning an appliance box into a mini-play house or learning center! Cutting the bottom off a large appliance box about 18" high makes a terrific play table upside down! The remaining portion, with 12" holes cut on each side could be a laundry sorting center enclosing four small cartons. Sort the clothes from #24.



Ideas: Kathy Faggella, Tania Cowling

Art: Debby Dixler

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Week Three
December 18, 2000

For People Who Care for Young Children

EXPLORING HOLIDAY FEELINGS

The December holidays bring on many feelings—happiness, sadness, excitement, anxiety, even fear of that big man with the white beard and loud laugh. By helping children put their feelings into words, you will help them deal with the stress of the season.

USE PUPPETS*...

Sometimes children feel more comfortable expressing themselves to—and through—puppets. Make some simple holiday puppets to help your children discuss their feelings.

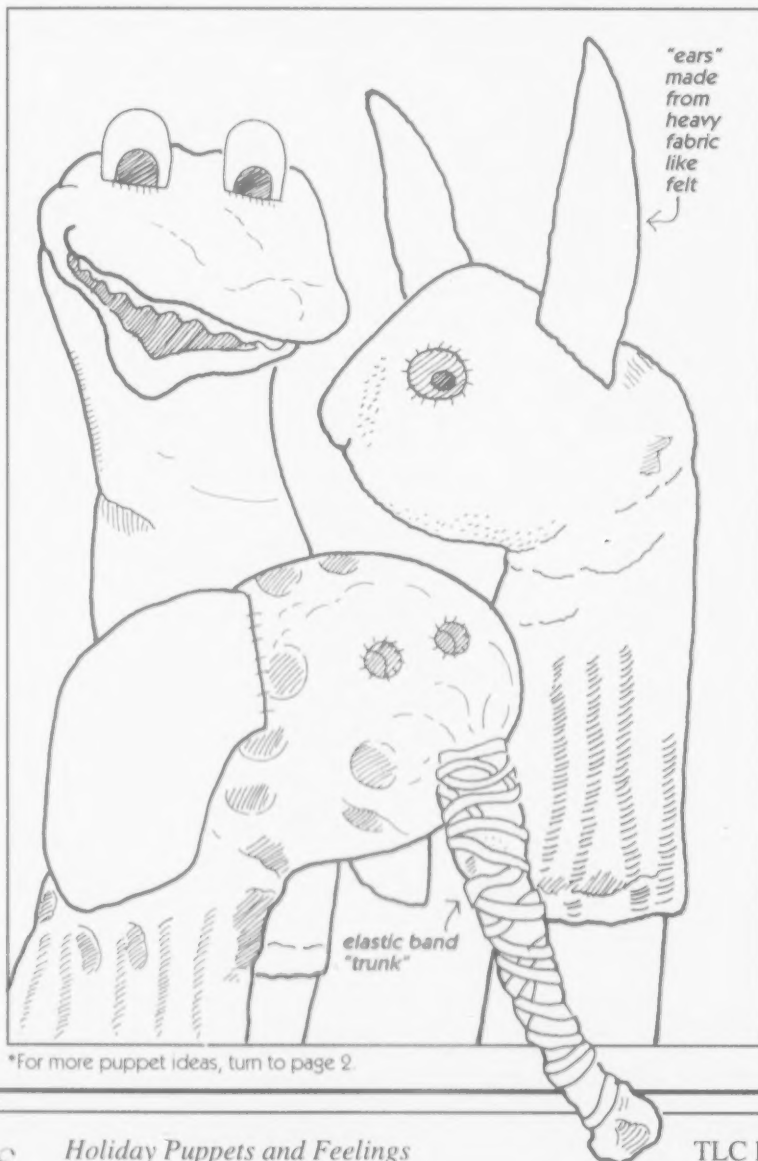
Animal Sock Puppets

◆ Read *Paul's Christmas Birthday* by Carol Carrick (Greenwillow) and help children make sock puppets and decorate them with tinsel, ribbon, and other holiday trims for dramatic play.

◆ To make an **elephant**: place sock over hand and pull toe into long tube shape. Twist elastic band around tube. Add large felt ears and plastic or felt scrap eyes with tacky glue.

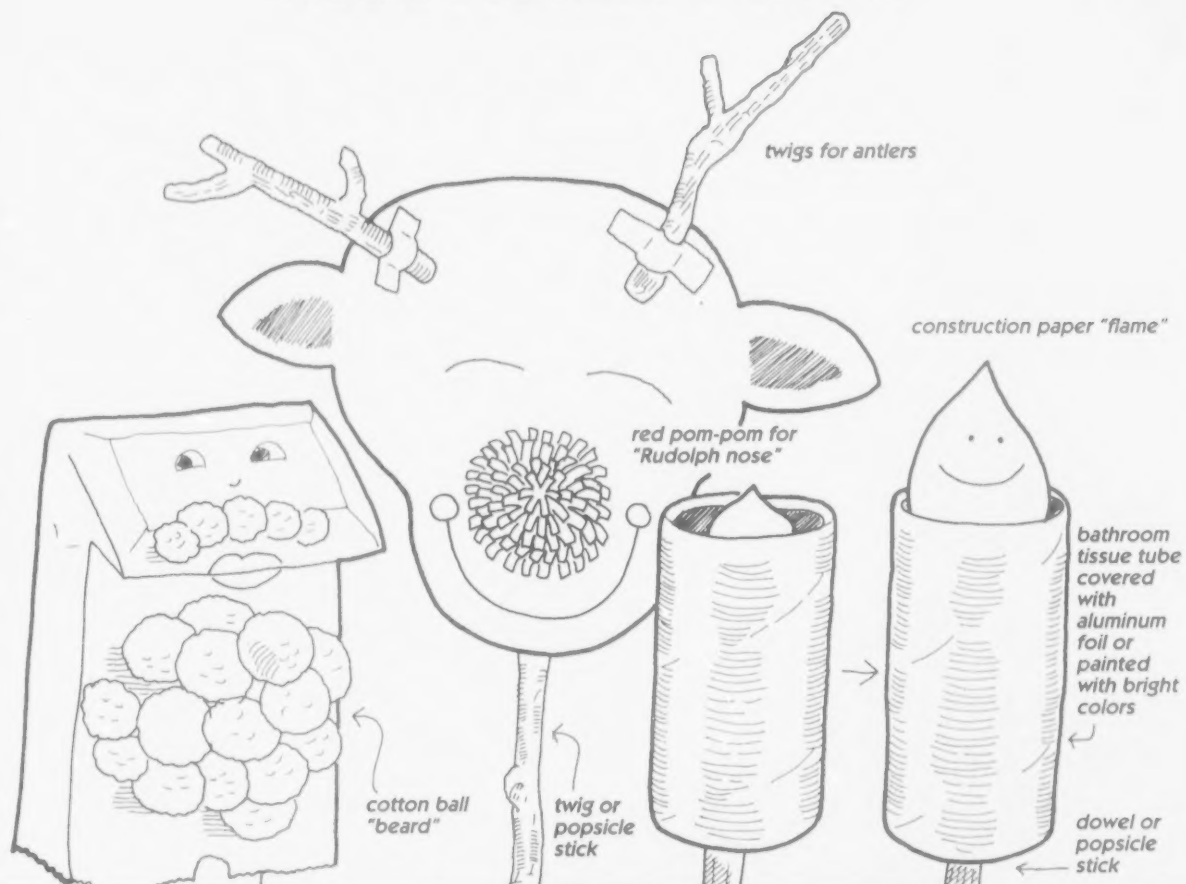
◆ To make a **rabbit**: make a fist inside the sock to form the face. Glue on felt ears, nose, and eyes.

◆ To make an **alligator**: place sock over hand. Tuck in extra fabric between fingers and thumb. (A) Gather material and sew through it to keep it tucked. (B) Glue on eyes and teeth.



*For more puppet ideas, turn to page 2.

MAKE HOLIDAY PUPPETS



Paper Bag Puppets

To make a talking puppet, draw a face on the bottom of a paper lunch bag with markers. Draw an upper lip on the edge of the bottom of the bag and a lower lip to meet it on the side of the bag as shown. A body can be drawn on the side of the bag. To work the puppet; place four fingers in the folded bottom and move them up and down against the side of the bag.

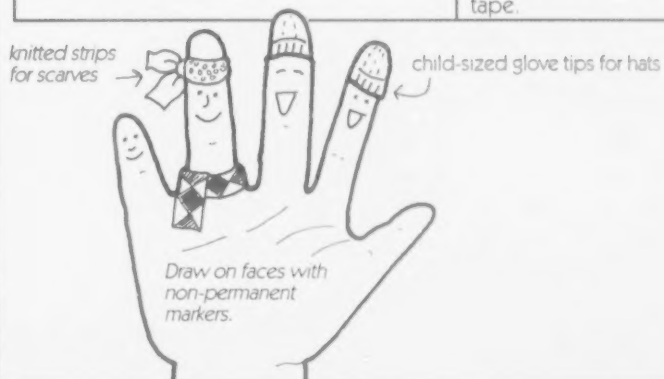
Reindeer Puppets

Let each child make a reindeer puppet with construction paper and sticks to use for dramatic play or for singing "Rudolph the Red-Nosed Reindeer." Have children take turns being Rudolph by adding a red pom-pom to their puppet with tape.

Pop-Up Candle Puppets

Candles play an important role in the December holidays of Hanukkah, Christmas, and Kwanzaa. Help children make candle puppets to play with or act out holiday stories as you tell them.

Construction paper "flame" glued or taped to dowel or popsicle stick and placed in a bathroom tissue tube.



Finger Puppet Choir

Have children place their hands in front of them when they sing holiday songs. It will look like a "choir of little people" singing.



MAKE POSTERS...

*Do you spend a lot of time on your bulletin boards?
Are you starting to think children look at them as attractive wallpaper?
Turn your bulletin boards into effective teaching tools with Holiday Feelings Posters.*

COLORED INK POSTERS

Have a discussion of children's own holiday experiences and feelings. Document their statements. Write their happy statements in pink, sad statements in blue, angry statements in red, and jealous statements in green. When all volunteers have had a chance to express their thoughts, read back the list.

Point out that people have many different emotions and that is fine. No one is happy all the time. Sometimes we feel angry or jealous or sad.



HOLIDAY COLLAGE

Recycle old holiday greeting cards to make a class collage with holiday symbols and events that make children feel happy. Encourage parents to look through old cards with their child and pick out favorites to send to school.

Ask each child to share his pictures with the group and talk about why they make him feel happy. Then glue them to a large poster and have the child put his name by his contributions. Hang the collage at child-eye level.



A PAIR OF POSTERS

Young children are able to understand abstract ideas more easily when they are presented as opposites. Fat is easier to understand when contrasted with thin. Emotions are easier to discuss when presented as opposites: happy/sad, excited/bored, energetic/tired, angry/content, afraid/brave.

Choose one pair of contrasting emotions and label one poster with each feeling name. Name the first emotion and ask children to think of holiday activities that make them feel that way. Record their statements. Repeat with the second poster, then read each completed list and talk about all the ideas.

Holiday Things that make me feel UPSET

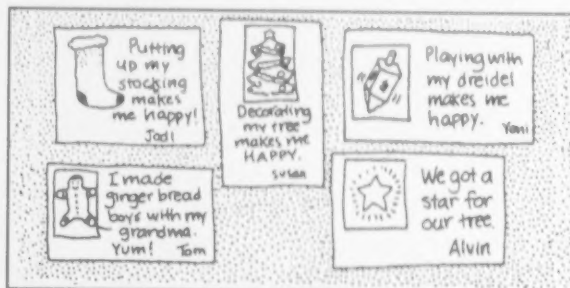
- My brother got to go to grandpa's and I didn't. - Sally
- An ornament fell off the tree and broke. - Al
- Deciding what to get my mom. - Tom

Holiday Things that make me feel HAPPY

- Decorating my tree - Carol
- Lighting the menorah - Yoni
- Hanging my stocking - John
- Playing with dreidels - Barlo

HOLIDAY BULLETIN BOARD

Encourage each child to draw a picture of some holiday object or activity that makes him feel happy or thankful. Glue it to a piece of construction paper and have the child tell you about how it makes him feel. Write each statement and the child's name on the paper and add the mounted card to the bulletin board display. At group time, ask each child to point out his picture. Read his statement and let him talk more about it.



BOOK CORNER:

IN THE

- ① *The Chanukkah Guest* by Eric Kimmel (Holiday House)
- ① *The Trees of the Dancing Goats* by Patricia Polacco (Simon and Schuster Children's)
- ① *A Kwanzaa Miracle* by Sharon Gayle (Troll Communications)
- ① *How the Grinch Stole Christmas* by Theodore Geisel (Random House)
- ① *Silver Packages* by Cynthia Rylant (Orchard)

Make Potato Latkes For Hannukah

CACFP credit vegetable/fruit

You'll Need:



4 potatoes



2 Tbsp. flour



2 eggs



1 small onion



oil for frying



salt



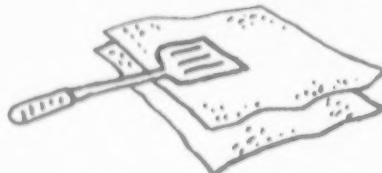
spoon



applesauce or sour cream



grater



spatula

paper towels



electric frying pan

What to Do:

1. Wash and grate the potatoes.
2. Peel and grate the onion.
3. Add flour and eggs. Stir.
4. Drop small tablespoons of the potato mixture into hot oil that just coats the bottom of the pan.
5. Loosen the latkes with the spatula to keep from sticking. When brown, turn over and brown on the other side.
6. Drain on paper towels and serve with applesauce and/or sour cream.



Taken from *First Teacher Magazine* (Idea by Susan Mills)

Ideas: Susan Entz

Art: Debby Dixler, Catherine Minor, Nina Woldin

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For People Who Care for Young Children

SHARE THE GOOD TIMES

This is the season when children think of fun and treats and getting presents. This is a good week to help them think about caring and giving and bringing the joys of the season to others. Those of us who work with young children want to help them learn about the important sharing part of the holidays. Pre-schoolers are not too young to be turned on to the needs of others. Civil service **can** begin with them. Take some time to determine social service and civic organizations in your community that will welcome and encourage your participation. Here are some activities in which young children can participate and hopefully learn to share.



◆ Begin with a discussion of what the season means to your children. Let them talk about presents and special visitors and celebrations. Conclude by saying something like, *"It sounds as if we are all having a wonderful holiday! We've had lots of good food, new clothes and toys, special visitors, and many surprises. But did you*

know that there are people who don't have these things?"

Next help children to think about who might not be enjoying the holidays. Include in your discussion those who are sick, poor, homeless, or alone. Help children to understand that these people can be children as well as adults.

Then tell children that an important part of the holidays is sharing—to give some of the good things we have to others who don't have them.

◆ Most towns have food and clothing banks. Your children might bring in items and then take a group trip to deliver them. Those who run the banks might tell children about the volunteers who give their time to sort, organize, and help distribute these items.

◆ Toys are usually being collected for needy children at this time of year. If your children have received a lot of new toys, they might be willing to give one or more of their old ones to children who have less than they do.



◆ As you make holiday decorations for your program, make extras to take to a hospital or nursing home. This week, take down some you have enjoyed and bring them to people who need cheering up. Tray favors do much to brighten the holidays for hospital and nursing home patients.



◆ If your children are old enough, arrange a visit to sing holiday songs, share treats (cookies, candy or those favors you made), or bring simple handmade gifts to nursing homes, hospitals, and, in larger cities, even to family homeless shelters.



Whatever your projects, help your children find in their own holidays the added joy that comes from sharing with others.

GET INVOLVED ALL YEAR LONG

▲ ASSISTED LIVING FACILITIES AND NURSING HOMES

Most of these facilities have an activities' director available to coordinate events with members of the community. Being with the aged in a social setting will help children to understand that aging is merely another stage of life and is not necessarily scary or threatening. Being around children will help foster a youthful attitude among the residents. Ask if your children can perform fingerplays, action songs, or instrumental pieces. You will be surprised at the amount of audience participation! Take along enough drums, shakers, and rhythm sticks! If the residents are mobile, the activities' director may be willing to reciprocate by having some residents visit your program and be entertained there.



▲ SPECIAL EVENTS

Many communities have activities that lend themselves to remembrances. Plant a tree in memory or honor of a special person or event... or, of course, for Arbor Day. Invite community leaders and families to participate.



▲ FUND-RAISING

Many community, civic, social, and human service groups conduct fund raisers and "awareness" events. Find out which group in your area would welcome contributions by young children. If on-site participation is not possible, invite a member of the group to come and talk to your group about their cause. Perhaps your contribution can be a poster or mural to publicize the special event. Check to see if your town has a Lions Club, Kiwanis, or other service-related group that would appreciate your help.



▲ EXHIBITS

Let's display some of those creative projects we do daily. Have an art exhibit. Invite community members, friends, and parents to your program to view children's work. Have an open house in the evening so working families can come and enjoy the art show. Don't forget to invite the press. It is good public relations for your program!



▲ ENVIRONMENTAL AWARENESS

Clean up your neighborhood. Set aside a special day when everyone, armed with trash bags, goes out to pick up trash. Preface the event by discussing the importance of preserving the environment. Follow up with a group story and pictures that you send your mayor, selectman, or environmental officials.



▲ PARADES

Everyone loves a parade! See if your group can participate in a community parade. Find a donor and driver of a flatbed truck, sign up chaperones, dress up the children, and reach out to celebrate your community.



COOKIE TRIFLE

Use leftover holiday goodies to make this special treat you can share with the less fortunate people in your community.

You'll Need:



leftover holiday cookies

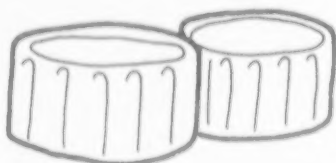


1 package vanilla instant pudding



2 cups cold milk

whipped cream



2 bowls



cherries



mixing spoon

What to Do:

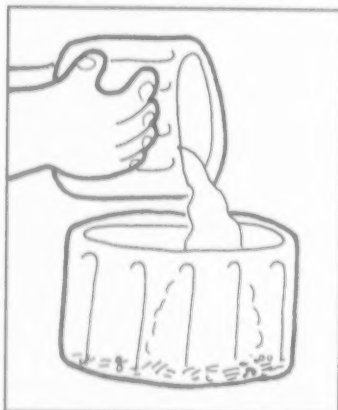
1.

Crumble about 1 cup of cookies. Place in a bowl.



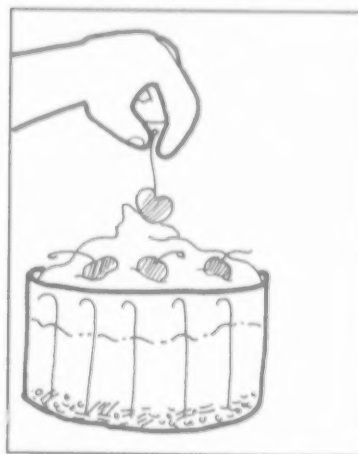
2.

Mix pudding and cold milk in another bowl. Pour over cookie crumbs. Let set 5 minutes.



3.

Squirt on homemade or storebought whipped cream. Decorate with cherries.



Taken from First Teacher Magazine (Idea by Kathy Faggella)

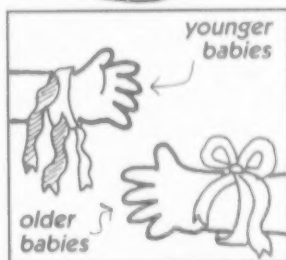
BOOK CORNER:

IN THE

- 📖 *Uncle Willie and the Soup Kitchen*
by Dyanne Di Salvo-Ryan and Mira Reisberg
(William Morrow)
- 📖 *Wilfrid Gordon McDonald Partridge*
by Mem Fox (Kane/Miller)
- 📖 *The Lady in the Box* by Ann McGovern (Turtle Books)
- 📖 *Clifford's Good Deeds* by Norman Bridwell (Scholastic)
- 📖 *Sam and the Lucky Money*
by Karen Chinn (Lee and Low Books)
- 📖 *Benny's Pennies* by Pat Brisson (Bantam Books)
- 📖 *A Chair for My Mother* by Vera Williams (Greenwillow)

INFANT CARE: Share the Good Stuff

SAVE THAT RIBBON



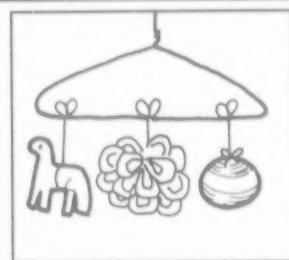
Ribbons on the Wrist Sew a few two-to three-inch brightly colored ribbons to a tiny wristband made of sturdy elastic. You can slip the band around the youngest baby's wrist and gently shake her hand to catch her attention. Encourage her to watch and pull at the ribbons.

With older babies (six months and older), tie a brightly colored ribbon loosely around her wrist or ankle where she can easily see it. Talk to her about the color and how the ribbon moves when she does.



Pull the Ribbon Hang a long, brightly colored ribbon around your neck. When you lean over the youngest baby to change or pick him up, encourage the baby to reach up and touch the ribbon. Tie a wooden bead or other safe interesting object that the baby will want to reach for and explore to each end of the ribbon. Talk to the baby about what he is doing as he touches the ribbon.

With babies, nine months and older, tie long, colorful ribbons around your knees as you sit in a chair in front of the baby. Encourage the baby to pull up to a standing position in order to play with the ribbons.



Save Those Decorations!

Make mobiles by attaching holiday decorations: tinsel, brightly colored balls, small plastic figures, package decorations and bows, to wire hangers. Hang these where babies can appreciate them. Change mobiles (or items attached to them) or where they are hung often so that babies remain interested in looking around their world.

Ideas: Kathy Faggella, Tania Cowling

Art: Catherine Minor, Debby Dixler

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- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402
Your certificate of completion of continuing education credits will arrive within 3-4 weeks.
- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

HELPING CHILDREN LEARN SOCIAL SKILLS

There are three stages of play for young children. The first is **SOLITARY PLAY**. This is when the child plays alone even though he is in the presence of other children. Then comes **PARALLEL PLAY** when the child is often doing the same activities right next to other children but little interaction occurs. Finally, in the stage called **COOPERATIVE PLAY**, the child begins to interact with others and actually cooperates. When children reach this stage, they are truly into socialization and all the consequences of it! Read the professional article and answer the following questions. You may use extra sheets of paper to write your answers if you need to.

1. When children are grouped together, we notice different social behaviors emerge. This week, carefully watch your group of children. Can you see different types of social behavior in the children? Are they involved in different stages of play? Pick two children (without naming them, of course) and describe the way they play.

Child 1: _____

Child 2: _____

2. One of the best ways to help children develop social skills is by reading good children's books about these issues. List two books that you have found useful reading to your children that deal with the themes of socialization. Describe how you used them and what were the children's reactions.

Book 1: _____

Book 2: _____

3. For various reasons, every child, at one time or another, is rejected by a group of children. We can, however, help demonstrate to this child the skills he needs to gain group access. Observe your children this week. Watch for an opportunity to help a child enter an ongoing group. Suggest ways to help him. Describe the circumstances, how you handled it, what you said, and the outcome.

4. The prime rule in every situation, whether it is daycare, preschool classrooms, part time nurseries, family or group homes, is that no one is hurt. Hopefully, you've established that through rules and by setting limits and consistently enforcing them. If there is trouble (and often it is a result of grabbing property, "It's my toy!") and harm to children or even to property is likely to occur, you must intervene. Most of the time it is best to try to have children solve their own problems, however there are times when we need to step in. Describe a conflict in which you had to intervene. What started it? What made you think you needed to get into it? What techniques did you use? What was the outcome? Would you have done anything differently next time? What and why?

5. Dramatic play is an important part of young children's development and socialization. Describe your Dramatic Play Area or Box. What makes it unique and special for the children? Describe what you would like to add to it.

Name _____

Address _____

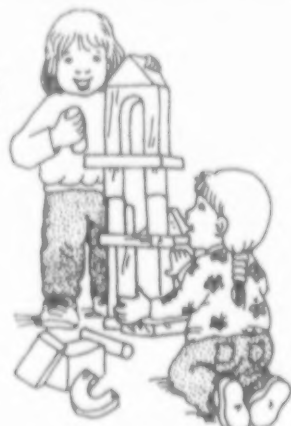
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THE SOCIAL LIFE OF THE YOUNG CHILD

by Kathy Faggella



If you ask a young child why he has a particular friend the answer usually is, " 'Cause we play together." If you inquire further, the child might answer " 'Cause he builds good roads in the block corner for my cars."

Indeed, young children pick their friends for their abilities to meet their particular needs (unlike most adults who tend to pick friends for their personalities and common interests). This kind of friendship is typical of the self-centered pre-schooler. A friend is someone who shares a toy or is a playmate for the time being. Yet these early friendships are important. They contribute to a child's immediate enjoyment of school or daycare and help in his positive physical, cognitive, emotional, and social growth.

The developmental steps, from the egocentric two, three, or four year old to the social being of five and older, need to be learned. A child is not automatically born sharing, caring, and thoughtful of others. One of the most important things you can do for the young child is provide opportunities for him to become a more social being.

As with all learning at this stage of life, children need to actually do and/or be shown, not told, what is right. First of all, you are there as a role model. The way

you talk to children, to co-workers, to parents, to your own friends is observed each and every day by the children. They hear your tone of voice, see your facial expressions, and watch for the results of your interchanges with others. If you observe children in the dramatic play or housekeeping corner, you might hear yourself talking!

Children have a way of recreating our language, our expressions, and our gestures in their pretend play!

Our position as role model is crucial when it comes to accepting diversity. Children will follow our lead. When we treat all children equally, we are showing them that this is how it should be. If we treat a child—whether it be a handicapped child, a non-English speaking child, an unkempt child, a noisy child, a disruptive child or a child who is mentally challenged—differently than we treat the rest, children pick up on it. They, too, will begin to treat that child the same way. We need to make sure that all our interactions with all the children are kind, loving, respectful, and patient.

Children can learn the social skills of caring, sharing, taking turns, waiting for their turns, and cooperation in many, concrete ways. Besides observing adult role models, children learn the social skills best by being involved in spontaneous play with other

children. It is our task to set up the learning environment so that children can interact with each other. The dramatic play corner should be set up for children to create their own roles with men and women's clothing, prop boxes full of career-type materials, household furniture, utensils and dolls representing all races and as many cultures as available. We need large floor puzzles for children to work on cooperatively. We should have wagons to play with so one child can ride and one can pull. Children can learn with puppets that demonstrate turn taking or what is considered 'bad behavior' in not sharing. Children's books often have the themes of friendship, sharing, and caring. When two children are working at the computer together, they are learning to cooperate. We can use timers, sign-up lists (where each child makes his scribble 'name'), or tickets with numbers on them to help facilitate their learning these skills.

By observing how children interact with one another, we can use this information to help them develop social skills, show them how to enter into group play, and even give them a way of handling interpersonal conflicts. Stop, look and listen for any opportunities to assist children in their social growth.

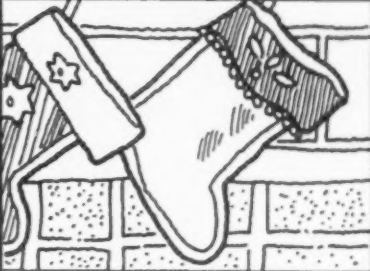
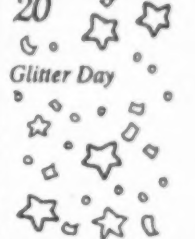
PLANS FOR DECEMBER

Activity	Week of December 4	Week of December 11	Week of December 18	Week of December 25
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



PARENTS & KIDS TOGETHER

A December Calendar for Families

Sunday	Monday	Tuesday	Wednesday
			
3  Adopt a family or person to help during the December holidays.	4  Start making cards and gifts for friends and family members. Plan what you're doing for the person or family you've "adopted."	5  <i>St. Nicholas Day</i> Get books from the library about all of the December holidays.	6 Bake some holiday cookies and freeze them to decorate later.
10  Make door decorations and wreaths with natural materials such as greens and pine cones. (Save Sunday comics for wrapping some gifts for children.)	11 Plan some quiet family games to use in the days ahead when waiting can sometimes become "whining." Make up some small boxes of "things for children to do" for those moments when you are busy!	12  <i>Poinsettia Day</i> Make poinsettias for house decorations with red and green tissue paper. Make buns for breakfast tomorrow. (St. Lucia Day)	13 <i>St. Lucia Day</i> 
17  Deliver cards to your neighbors, going house to house!	18  Help your child clean out the toy chest and closet! You may need room for a few things!	19  Make a bird feeder for our feathered friends. Be sure to keep it filled!	20  <i>Glitter Day</i>
24 Make "reindeer food" with cereals, nuts, raisins, etc. Use it for "people snacks" too! Get to bed early if Santa is coming! Read a New Year's story aloud; then take a rest to get ready for a big night! 31	25 <i>Merry Christmas!</i> Interview and taperecord family members, especially grandparents, on what holidays were like when they were young. Add their favorite recipes to your holiday recipe book. Take pictures!	26  <i>Kwanzaa Begins!</i> Make decorations with African designs and decorate your table with a bowl of fruit (symbolizing the first harvest).	27 <i>Memory Place Mats</i> 

See Parents & Kids Together
in Spanish at www.everydaytlic.com

Thursday

Friday

Saturday



1

Get film and load the camera to take pictures of all the holiday preparations and activities!



2

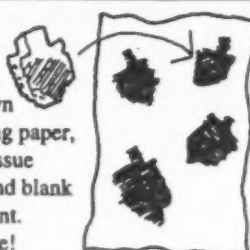


Make a count-down paper chain or advent calendar leading to December holidays, the first of winter, and so on.



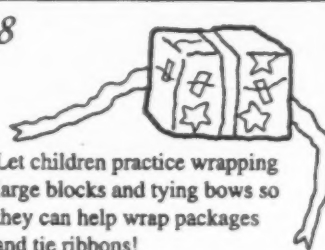
7

Make your own wrapping paper, using tissue paper and blank newsprint. Decorate!



8

Let children practice wrapping large blocks and tying bows so they can help wrap packages and tie ribbons!



9

Make more gifts for family members, friends, and shut-ins!



14



Let children serve you St. Lucia Day buns in bed, as is the tradition in Sweden on this day.

Keep taking pictures for your December Memory Place Mat! Save some film for the rest of the special events this month!

15

Make candles using melted wax from crayons and old candles or colored paraffin. (Only ADULTS handle this.) Use muffin tins, adding wicks as the wax cools. Float these candles in a pretty bowl for your favorite holidays.

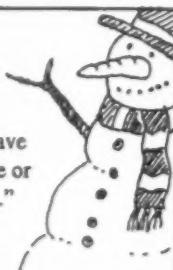
16

The first day of Los Posados
During this nine-day Mexican holiday, neighbors go from house to house. Make a piñata with your child and stuff with small toys and candles.

Decorate with glitter glue. (Be sure that children do not rub their eyes while using glitter.) Add a little magic to decorations, cards, and gifts!

21

The first day of Winter Make a snowman if you have snow! If not, write or read a "winter tale." Celebrate with a party!

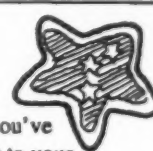


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The first day of Hanukkah Read the Jewish folk tale, "The Two Brothers." Make *latkes* (potato pancakes) with the whole family.

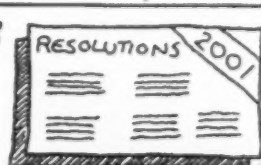
23



Give the gifts you've made or bought to your "adopted" family. Decorate some of the frozen cookies and take them too.

Turn the photos you have taken into Memory Place Mats. Color copy an arrangement of photos on 11-by 17 inch piece of paper and then have the paper laminated.

28



Make a New Year's resolutions' poster with the whole family's participation.

29



Make party hats, kazoos, and snacks for the New Year's Eve party.

30

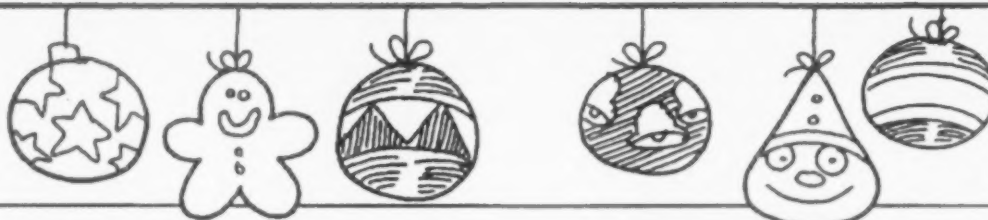
Make a family calendar with the picture part being photos of your family during each month in the past year.



Ideas: Chail Jones

Art: Catherine Mince, Debby Daxler

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